

# Libraries

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## The Book and the Person Who Knows the Book<sup>1</sup>

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### II

In short, knowledge is the image of the universe in man.

This idea, of course, rests on the common-sense fact that every idea is the image of some object and therefore the sum total of all ideas an image of the sum total of things. Whether this image is a model, a photograph, a verbal image, or something else quite different from any of these, is immaterial. Somehow the records exist and these records put together form a miniature universe. As an image of the whole of things, the knowledge of any one man is a poor, fragmentary, and as a rule, rather confused heap of jumbled impressions and cognitions. The classification of these ideas organizes the confused ideas into the representation of an orderly universe, and gives unity, coherence, and integrity to knowledge and personality. Even if the classification is a rather bare skeleton, it forms a basis on to which each added bit of information can be worked so that with every increase of knowledge a man's inward whole of ideas grows into a nearer and nearer approach to a complete image of the great whole of knowable things.

At best, the detail of one's mental picture of the universe is scanty. Any one man by himself would never get

far toward the complete picture, but happily knowledge is coöperative. It grows by each man producing something, recording it in books, and gathering the books into libraries. Each of these books is the image of some man's idea or idea complex. Libraries are thus the sum total of the recorded ideas of all men. These too, like men's minds, are, if unclassified, a mere jumble of ideas, but classified, they become a true microcosm, the fullest image of the universe that exists. The living microcosms of men's minds are all fragmentary, but they are the real microcosms, and the great function which the microcosm of books, the library, performs, is to serve as a common basis of unity and like-mindedness which tends to aid the process of welding in one all the living microcosms of humanity, to serve as concrete basis for that unity and like-mindedness which give reality and stability to human society or civilization.

The library is thus not only the memory of the race, but by the same token the concrete basis of its corporate personality.

A man's knowledge is thus on the one hand a living image of the universe and on the other hand his personality and his vitality—his hope of more life in the life that now is and of immortality in the life to come.

<sup>1</sup> Read at General session, A. L. A. meeting, June 22, 1927, Toronto.

The soundness and usefulness of these older definitions of books, persons, and knowledge are not to be denied, but the modern notion of reducing everything to terms of energy adds something. It provides at least a fresh figure and point of view in stating the old facts as to books, personality and knowledge in their relation to life. Instead of visualizing the book as a storehouse of intellectual food or drink to be transferred into the living storehouse of a man's mind, it becomes a storage battery of intellectual energy, from which a man charges the battery of his own personality.

The idea that "knowledge is power" is nothing new. The notion has long played an active role in the literature of books and librarianship, but more often than not it has here been regarded as a mere figure of speech, indicating that knowledge puts a man in the way of doing things. The modern idea counts intellectual energy as real.

The most ancient idea is, however, very close to the most modern one. Soma and ambrosia, ritual beer and the divine mead, those foods and drinks which are at the same time knowledge, are not merely ideas but the energy which gives courage to heroes, vigor in battle, intensity of wisdom and knowledge, duration of life. They are at the same time energy and idea.

Life, knowledge, books, learning, personality may thus all be expressed as different manifestations of energy. Life is energy itself. Knowledge is energy, potential in a book, dynamic in a person. Personality is energy which may be increased indefinitely by absorbing energy from books or other sources of knowledge. Every item of knowledge gained adds so much to a man's store of spiritual or intellectual or personal energy. Whether this is the same kind as electrical or chemical energy or not, it is real. The person becomes more energetic, able to enjoy and act more intensely.

Of course, mere reading does not increase intellectual energy any more

than running water thru a sieve fills reservoirs. There must be storage ability. Learning is a strenuous matter. Odin hung nine days over the abyss learning the runes. The energy stored in knowledge runs close to the amount expended in getting it. The significant thing is that it is stored. As a man by food and exercise stores muscular energy, so by information and intellectual exercises he stores personal energy in the form of ideas or knowledge. This energy is not a figure of speech. It is energy. What then is knowledge? Knowledge is the energy of personal life. It purifies and strengthens personality. Knowledge is the water which daily whitens Ygdrasil, the tree of life. It is the mead which gives inspiration to poets, renews the strength of the gods, sustains immortality in gods and man.

All this adds a good deal to the idea with which we have to deal. The task of librarianship in helping readers to know books is helping them to increase their energy or life, to increase their ideas or knowledge, to be sure, but not so much for information as to increase the energy itself, in short, to make more alive. The object of learning and teaching is thus to increase energy of personality, to make a person more able to do things, able to enjoy more intensely and act more vigorously, in short, to make more alive. This is the significant message of modern science for modern education. The object of education everywhere is not knowledge for knowledge's sake but knowledge to make more alive.

Returning now to the task of the librarian, it has been said that this is to help persons to know books. It is not, on the one hand, to dump down a mass of books and tell readers to help themselves. On the other hand, it is not the forcible feeding of readers on books that we think will do them good. It is to help them, and to help anyone is to cooperate with him in carrying out his own plan or wishes, to help him to help himself. It is one-sided service. Library service is

coöperation with persons who wish to know books.

How then do we go about this? So long as it is a problem of connecting the reader with a book that he knows that he wants to use, it is a very simple matter, but as soon as the problem is extended to connecting him with the book that he ought to want to use, or would want to use, if he knew of it, the matter becomes vastly complicated. As soon as one tries to help to the information which is contained in books, the problem begins to widen into what is literally the most complex problem of human learning—the knowledge of all books in their detail and as a whole in such way as to be able to apply the books to the particular needs of users.

The library has been called a pharmacy of medicine for the soul—a place containing a remedy for every mental ill. It has also been called a magazine, storehouse or treasury, a place where intellectual food and drink and clothing are laid up to be issued when and as needed. Recently the less poetic figure of the department store, which aims to fill every need and suit every taste, has been used. Whatever the figure, this is in fact the aim of the modern library as to knowledge—to meet every demand in every field. It is a task to give plenty of scope for the best business and the best learning that a man has in him. It calls for more than the combined intellectual resources of a Casaubon and a Carnegie. It is a learning demand which, in the infinite complexity of modern scholarship and the rapidly increasing quantity of modern books, librarianship can meet only by highly coöperative intellectual methods and highly trained and organized staffs.

The organized methods so far developed for meeting this insatiable demand for help in finding information, is what we call our standard library practice. For those who know the book that they want to use we serve what we have, buy what we can and borrow the rest from other libraries—if we can locate the book and a lender. This

much is a simple matter. It was executed in a simple and inexpensive way by the old librarianship up to the point of books in stock, by the method of passing over the counter. It does not go far, however, in the modern effort to serve those who only know the information that they want and ask to know the book that will give it. For these we furnish reference books, bibliographical cataloging, classification on the shelves and reference service to show the book that they ought to want and then proceed as before to serve it, or to beg, buy or borrow it for them. This is what exhausts all the time, energy, learning, ingenuity and money that a librarian can command.

The organized methods for multiplying the librarian's time and learning are happily being developed in the development of library schools. This is the most significant fact in present circumstances. Whatever is to be said about the danger from the exaltation of business, it must also be said that the constructive remedy is already being found in the movement for the higher education of librarians—the higher entrance requirements and higher studies. This is the case too on the side of personnel selection with the movement for personnel classification and its higher requirements in learning.

On the other hand it is not well to ignore a certain danger in this direction in our practice which we have had recently called sharply to our attention by the unfavorable comparison of our purchase departments with those of foreign libraries in the matter of learning, equipment and results. There is a certain danger in the emphasis on business. It is a mistake e. g. to think that a purely business man can run a library as effectively as a man of considerable learning. It is of course an equal mistake to suppose that a purely learned man can run a library effectively, but the danger is a less modern one. The obsession of certain types of the business mind that business is

the main thing and business can buy with salaries the brains necessary to make the library job the best success is contrary to reason and to experience, in spite of apparent exceptions.

It is contrary to reason that the man who knows all the details about purchasing and storing, organizing, investments, etc., but to whom the real material of the industry is unknown, should be able to analyze all the complex elements of the job and wisely establish the hundreds of routinized operations which go to make up the business of connecting a person with the knowledge which he wishes to acquire.

It is equally contrary to library experience. Mr Winsor is the classic case. He made the Boston public library the best working library for scholars in the United States. He left for Harvard because the Boston politicians believed that they could go out on the street and hire as good a man any day. They did hire an extremely good man in Judge Chamberlain, a man of scholarly sympathies, good taste in books and a considerable amateur knowledge in certain classes, a man of good business qualifications and knowledge but without the scholarship of Winsor, and from the moment of the change the prestige of the Boston public library began to wane and that of Harvard to increase until within a very few years conditions had

been reversed and Harvard was the most distinguished working library for scholars in this country. A stream does not rise higher than its source.

It seems to follow from what we have been saying that the man who would help other persons to know books must know books himself—for if the blind guide the blind, both shall fall into a pit. On the other hand the constructive remedy is being vigorously applied—the remedy for a lack of learning being obviously education.

The conclusions from this study of the knowledge aspects of librarianship are:

1) The main stress both in the education of librarians and the choice of personnel should be on knowing books not on knowing methods.

2) For effective helping, the librarian must both know books and know about books—know them to increase his own personal energy, know about them in order to fit them to the various aptitudes, deficiencies, moods, diseases, needs or appetites of the persons who wish to know.

Finally it may be recalled that the characteristic mistake of the modern world is to forget that thinking comes before doing, reflection before action, looking before leaping, knowledge before business. What the world needs today is not more practicality but more theory, more philosophy, in short more thinking.

(Concluded)

### Spring Garden Song

The incredible time of year is here,  
When intricate, clean green leaves appear.  
And the tide of spring comes hurrying  
And song is a daily, constant thing.  
After the silence and the cold  
And threat of winds that harry and scold,  
The swords of the grass triumphantly  
Are stabbing the earth to ecstasy.

Come with me to the orchard where  
The peach, the cherry and the pear  
Are weaving nets to catch the bees.  
Worship with me by the apple trees.  
And praise the good brown earth that  
spills

Treasures of crocus and daffodils!  
Thank God for gardens where we know  
The pointed hyacinth will grow.

Now for the miracle time of year  
And the gifts of God as they appear,  
Given in beauty lavishly,  
Bloodroot under a wide beech tree,  
Froned of fern and winter rye  
Sharp green under a cobalt sky,  
For sheltered fields and open ways  
This is my song of love and praise!

—Louis Driscoll.



## Cataloging—A Symposium

### Cataloging Experience

A fundamental requisite in library work

Mrs Jennie T. Jennings, Public library,  
Saint Paul, Minn.

Librarians whatever their positions, whether in administrative, reference, or circulation work, in a main library or in branches, whether in book ordering or book cataloging, have two great factors to consider—people and books. The librarian must know people, their wants, their needs, their characters, their abilities, and how to meet their needs and answer their questions with the wisdom contained in books. Therefore the librarian must know books from every angle so as to meet every angle of desire in the public he serves.

This book knowledge, or bibliography in its broadest sense, implies not only a knowledge of the contents of books, but also the ability to describe books in a way that will be 1) intelligible to the layman, 2) which will answer all the purposes of the workers in the library, and 3) which will satisfy the bibliographer who wishes to know the library's collections.

In the narrower sense we use bibliography to mean definitely arranged descriptions of books, whether of books on a particular subject, or of a particular country, or a special period of time, or of a library's collection of books. This last, the library's catalog of its own books, is its most valuable bibliographical work, one of its indispensable means of service.

Indispensable? Yes, indeed!

As one's library grows into a large library it is hardly feasible to show the reader all the *books* the library owns bearing on the subject, say, of radio or ship-building or drama or child training. Even if the books were "in", they would not be in one place. He needs a rapidly moving picture of those books, a picture which will show him the essentials in regard to each book on the subject. That is what the catalog attempts to do.

Away back in 1858 the trustees of the Boston public library made this statement: "Next to the collection of its books, the trustees look upon the catalog as the most important part of its library, for it is the part by which the whole mass of its resources is opened for easy use—the key by which all its treasures are unlocked to the many who are asking for them so often and so earnestly."

To the users of the library—the public groping blindly for the book it needs, the assistant searching desperately for material the public insists on having instantly—to these *users* the value of the catalog is unquestioned. But why should anyone working in the library, except the *makers* of the catalog, be schooled in the principles and experienced in the practice of cataloging and classification?

The educational value of work in classification and cataloging is of high rank—not merely the information gained on various subjects, altho this is important, but because in no other work does one get so clearly mapped out the fields of human knowledge as in the study and practice of classification. With this study and experience the wilderness of books becomes ordered and plain, as a map traces roads thru a forest, or a plan makes clear the streets of a city. Instead of a bewildering mass of unrelated details we can see the logical relationships of different subjects to the whole realm of knowledge.

Classification means order among subjects; and the assignment of subject headings and cross references in cataloging teaches the inter-relationships of subjects, their overlappings and their ramifications. The knowledge so gained serves a very practical purpose, giving skill in the use of the catalog which is invaluable in saving the time and effort of the librarian.

Those assistants who help the public have an especial need of knowledge of cataloging practice to save their own

time and that of the patron by finding quickly the material needed. As illustrations: By his knowledge of name forms and entries he will in most cases turn at once to the entry form without taking time to turn to other forms which would give only cross references. E. g., if he is looking for books by Gabriel d'Annunzio he will turn at once to the A's and not to the D's, for he knows the forms of entry for prepositional names in foreign languages.

If the patron wants a book about Saint Luke, the man who wrote the Gospel, the assistant will not search thru the cards on the general subject of saints but will look for the entry under the name "Luke". He will know that Saint Paul, the person, will not be found with S's, but that Saint Paul the city will be found there.

If he is acquainted with their nationalities, he will know without depending on cross references that David Lloyd George is found under Lloyd George, but that Jenkin Lloyd Jones is found under Jones, and that Sir William Thomson is entered under his latest title.

He will understand why the earlier L. C. cards for works by Hendrik Willem Van Loon entered him under "Loon", as a Dutch citizen, but when he became an American citizen his works were all entered under "Van Loon". When the Library of Congress wrote asking him if he also wished his forenames Anglicised as Henry William, the author quaintly objected, writing, "I would like to keep the Hendrik Willem. I was born that way!" Unconsciously Van Loon enunciated the principle of entry for personal names, i. e., "use the vernacular," the names they were "born to", the names their mothers called them—unless changes of citizenship or rank or marriage (or other accidents!) cause a new form to prevail.

These examples of a few catalog entries indicate how necessary is a thorough knowledge of cataloging rules (and their exceptions) for those assistants who would use the catalog efficiently. It should also be emphasized that a

wide range of information is necessary to the intelligent application of cataloging principles as crystallized in the rules.

In the practice of cataloging in America, arrangement of entries according to the alphabet has been generally adopted. Here is one place where we all feel we are on solid ground—where A is always at the beginning, and B always comes next, where D never elbows C out of third place, and X, Y, Z never fight for a place in the sun!

But when in a large catalog numberless combinations of letters face us, the solid ground seems to quake beneath our feet; even the familiar English alphabet is no longer simple A B C. It requires study and practice to find among hundreds of thousands of entries the single one needed at the moment, whether one files by word unit or "letter by letter."

The special rules for arrangement in a particular library should be familiar to those whose business it is to use the catalog. As an example of trouble caused by the lack of such knowledge, a patron wanted material about Easthampton, Mass., which is spelled as one word. The attendant found East Hampton, N. Y., which is two words; not finding in the same sub-alphabet Easthampton, Mass., he informed the patron that the library had nothing on the subject. Whereas if he had known the rules for filing cards in that catalog he would have been acutely alert to the other possibility.

The assistant should know the library's practice in regard to umlauts, hyphenated words, compound names, etc. He will learn to look for different spellings of names, e. g., Clark and Clarke, Flint and Flynt, the various Smiths and Smithes and Smythes, complicated headings under U. S., and particularly the pernicious variations of the "Mac's"; for even with all care and knowledge of the catalog, these little "gobble-uns 'll git you ef you don't watch out!"

It is probably on the subject side of the catalog that training and experi-

ence are most necessary to best and speediest service. A student comes into the reference department with a list of books on various subjects. Usually the author's surname only is given, or possibly forenames are indicated by initials. If Clark's Principles of marketing is wanted, the untrained assistant is likely to turn first to the author cards and hunt thru all the Clarks for the entry; whereas he could very much more quickly find the work under the subject—Marketing.

The assistant who is well grounded in the principles of subject headings will also know how to look for subdivisions of subjects and to make use of cross references in tracing the resources of the library. Thru the use of *see also* references related sources of information are suggested which the assistant might not otherwise be able to think of in the stress of the moment.

Having mapped out in subject cataloging the relations of subjects he will more readily turn to the next inclusive subject, if he finds the catalog has no entry under the specific topic he is seeking. To use a very obvious example, if the catalog has no entry under Yukon River, he will of course look for material under Alaska.

The experienced assistant will learn also how to find quickly general subjects not limited by political boundaries, such as architecture, botany, mines, railroads, etc. He will unhesitatingly look for them not under the country but under the subject; e. g., if he wants material on Minnesota's mines he will not look under Minnesota but under the general subject Mines and mining, subhead Minnesota.

The skilled cataloger will know the value and the many uses of bibliographies. He will realize how bibliographies help the searcher out of many difficulties. Just one example: A patron wanted to know the best books the library had on pediatrics. After giving him two or three books to examine, the assistant (a cataloger) turned thru the subject cards noting which recent books contained bibliographies. Examining these bibliogra-

phies he found certain works most frequently listed as authorities, and was thus able to show the patron what was considered the best material.

In preparing book lists and more formal bibliographies the need of bibliographic training is very evident. How often must the cataloger revise and put in proper form lists which have been prepared by the assistants inexperienced in bibliographic work. One catalog department recently spent days of time filling in omitted dates, incomplete names, and otherwise smoothing out the inconsistencies and actual mistakes of an important bibliography supposed to be ready for the printer. All that work could have been done more economically by the original compiler, if he had known *how*, and had realized the value of uniformity of entry.

"Why so much fuss about uniformity?" asks the novice. For the very reason that uniformity in the alphabet is valuable—it makes for efficient use. Just as it is helpful to know that A is always at the beginning of the alphabet, so it is helpful to know where one will always find the date of publication, the description of illustrations, pagination, bibliographical notes, etc. He will then turn to them as readily as the musician touches the right keys of the piano. And uniformity of name forms and subject headings is, of course, absolutely essential in making any bibliography.

In the order department of the library, knowledge of catalog usage is indispensable for all the reasons mentioned before, with the added reason that unnecessary duplication costs the library much money. Whether the catalog and order work is united in one accessions department or not, the same materials and the same skill must be used.

The head librarian needs bibliographical knowledge altho he may not do actual cataloging or classification. He needs to be so familiar with the principles and usage of cataloging that he will have a general view of comparative problems in bibliography;

will appreciate the time and effort and cost involved in making catalogs and bibliographies; and also restrain unreasonable demands upon the cataloger by other departments and members of the staff.

In large libraries where all departments naturally tend to collect all material even remotely related to their fields, pressure is sometimes brought by an over-zealous department head to have certain books classified in his department rather than with the general subject, "because it will save the public from going from one department to another." The librarian will see that such nuclei of subjects result in confusion and loss to the patron:—confusion if he finds material in two places; loss because he may find the small group of three or four books and naturally conclude that these are all the library has on the subject, while in fact the main collection is elsewhere.

The librarian who is experienced in cataloging will know when to resist the pressure for cumbering the catalog with certain kinds of entries. Full analysis is very desirable especially where the analytic entry adds a new subject, or new resources on a subject in which the library is poor. But to demand analysis for, say, chapters of a general book on geology which are all plainly connoted by the general subject, or that a work on the American Indian be analyzed for each tribe mentioned with a page or less of material is going beyond the bounds of the catalog.

Suppose an assistant should ask that all entries in Granger's Index to poetry be added to the general catalog on the ground that it would "save the time of looking in two places." He would not realize the immense increase of labor involved in turning over all these entries for poems and recitations every time a reader looks up material on thousands of other subjects. The larger the catalog the harder it is to use, and specialized detail indexes should be kept separate from the general catalog.

If the librarian is not experienced in cataloging he will, if he is wise, leave the final decision of bibliographical questions to the catalogers, who should have the knowledge to enable them to decide aright.

Given an alert and open mind, the ability to see the other person's point of view, what then is necessary to give thoro fundamental knowledge of cataloging and classification? Only a combination of study under competent instruction and actual experience under equally competent supervision is sufficient to give the desired result, whether that instruction be given in a library school or in a catalog department. To call one who has had only a first year library school course without such experience a "trained" cataloger is a misnomer.

A brief course is indeed helpful, but the student should realize it is only a beginning course. We all gladly agree that there are geniuses who will surmount all obstacles; but I am speaking of the rank and file of library school students and library assistants.

It is regrettable that, in the obsession for administration and "public" work, the proposal has been made to cut down the time given to instruction in cataloging and classification in the library school. It is deplorable that the bibliographic side of instruction should be shortened when the need of scholarship in library work is so glaring. *Why* must we go outside the ranks of librarians for a head of a graduate library school? Is it not because the second element of a library—the scholarly, bibliographical element—has been too much overshadowed?

Therefore, as a foundation for the technical study of cataloging there should be broad general education, with special equipment in languages, and familiarity with the world of books.

During this period of library development the novice entering the library profession should be shown the dignity, the value, and the attractiveness of cataloging. Amid the clamor for



administrative work, he should be shown that cataloging offers high opportunities for the exercise of that talent, in organizing his own work in a small library, or in administering a department in a large library.

While the attractions of "work with

the public" are dazzling the young enthusiast, let him realize that making a catalog, as consistent and simple and helpful as possible, is as great a work for the public as any librarian can perform, and the best preparation for work with the public.

### Analytical Entries for the Small Library<sup>1</sup>

Charles B. Shaw, librarian, Swarthmore College, Swarthmore, Pa.

In this materialistic age it seems that appeals to motives of self-interest rather than to those higher in the ethical scale are more frequently successful in molding opinion. Thus we hear wet employers urging prohibition because laborers can produce goods in greater quantity; dollar diplomacy appealing for the use of military force in Nicaragua and China; the decision that political strategy makes immediate congressional action for the relief of the flood devastated districts unwise—scores of motives and decisions can be revealed in which personal and selfish factors supplant more exalted and more vital reasons. In the interest of a considerably lesser matter I have a similar lowly, materialistic, self-protective plea.

That the making of copious analytic entries is a high and solemn obligation of the cataloger is, I assume, unquestioned. In all the professional literature which I have examined, analytics are urged as an imperative and inescapable duty. Yet in this same professional literature I find a librarian thus summing up the actual situation<sup>2</sup>: "The comparative rarity of the analytical entry suggests that there are few other divisions of his art that the cataloger so consistently overlooks and fails to apply."

Avoiding from the outset the higher and altruistic aspects of the situation, the dutiful and abstractly conscientious reasons, let me enumerate four

saving reasons for the generous provision of analytic entries.

First, to save time. This perhaps sounds paradoxical. The making of such entries will take more of the cataloger's time, but the effort saves a far greater quantity of the time of numerous users—staff and patrons—of the catalog. Let me quote the extreme example of an English librarian's experience<sup>3</sup>: "Commencing with the first book, every volume of the 8000 stock has been carefully sifted, and every reference, chapter, or article of importance classified and cataloged on cards. . . . Many may question about the great amount of time required to treat a library stock on the lines laid out, and may ask if it is worth while. In the Birkdale case it took the writer six years, often working between 12 and 15 hours a day, not always excepting Sundays and holidays. So much has the work proved of value, and been shown appreciation, that if necessary it would be done again without hesitation."

Secondly, to save energy. That person looking for material on the history of marriage and led directly to a 30 page chapter on "Ancient marriage rites in the Orient" in A's book entitled *Days in Mongolia* and classified in 915.17; instead of searching vainly in the dozen or score of books on the 173, 265, 392, 396 and 571 shelves will bear out this contention.

Thirdly, to save money. I quote again from the English librarian<sup>3</sup>: "If an enquirer goes away unsatisfied when, at the same time, the library contains references in five pounds' worth of various books, one can safely

<sup>1</sup> Read before Catalog section, Toronto meeting of A. L. A., June 24, 1927.

<sup>2</sup> W. George Fry. Subject analytical cataloguing. *Library World*. 18:36-41. 1915.

<sup>3</sup> Edward Wood. Small libraries and small incomes: What can be done with them. *Librarian*. 3:162-165. 1912.

assume that a certain portion of that five pounds has been wasted. . . . Cataloged in this way, the exact strength or weakness of every section of the library is made evident; the library book fund can then always be expended on the sections which are the weakest relatively at the time. In this way the book fund is economized, because no money is spent unwittingly on subjects which may be attractive, but which may be already well represented in the library."

Fourthly, to save your face. Or, again, if not your own, that of a co-worker on your staff. There is nothing, I suppose, so humbling to the spirit, so galling to the pride of the conscientious librarian as to send away an enquirer unsatisfied and unanswered. This humiliation must and should be tremendously multiplied if the librarian fears or knows that, lurking in some half-forgotten, unnoted, unanalyzed chapter or essay of a book on the shelves is the information that was sought.

Now, having urged much extra work upon the catalogers, let me close with two suggestions, or two topics for discussion, which may lessen that work. Both have to do with printed analytics.

In response to a letter to headquarters, Miss Emily V. D. Miller, editor of publications, wrote: "There has been some discussion at Editorial Committee meetings about an additional supplement to the A. L. A. Index to general literature, but no steps have been taken toward compiling one because there are no funds with which to pay for the work and no plan has offered itself by which it may be done by volunteer effort. We should like to see it made a cooperative enterprise and if you can provoke discussion of this project at the conference we shall be very glad indeed to know the result."

The second edition of the A. L. A. Index was brought down to 1900; its supplement covers the years 1900-1910. Several thousand books are analyzed in these two volumes. But books published in the years from 1910 onward, with the partial exceptions noted be-

low, remain unanalyzed in a printed catalog. The publication of such an index would be of tremendous value to all library workers and users, and I urge its serious consideration upon you.

Several years ago the A. L. A. discontinued the preparation and printing of analytical cards. This was taken over by the H. W. Wilson Company. That is, the analyzing was taken over by this company, altho the entries were not made on cards, but in one of the Wilson indexes. The second and third cumulations of the *Readers' Guide* (1905-1914) index about 600 composite books. This work lapsed sometime ago. About 80 serials are now included in the International Index. As a further partial replacement there are to be analytical entries in the indexes to sections of the *Standard catalog*—of which the bibliography section and the children's catalog are now ready. The company is also considering the compilation of an essay index, and is, I think, in a receptive mood for suggestions—and perhaps urging.

It should be at least noted in passing that many analytic cards are available at the Library of Congress. Over 4000 series and collections have been analyzed; but these are analytics of the sort of material that is rarely found in the small library.

These, then, are my hopes and suggestions: that in your own libraries you may reformulate on a generous and liberal scale the present niggardly policy toward analytics; that somebody may bring to fruition schemes which will provide for the greatly extended publication—on cards or in books; in, perhaps, *The Booklist* or commission bulletins—of analytical entries.

The Bridgman Publishers, Pelham, N. Y., have issued a volume on How to make linoleum blocks, by Curtis Sprague. This contributes to the revival of interest in wood block printing, and deals very plainly with tools, processes, etc. For libraries and schools interested in art education, the book will prove undoubtedly helpful.

### The Unit Card and the Teaching of Cataloging

Bertha Barden, School of library science,  
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Ohio

What is secondary fullness for a titled name?

Is a sequel note given on the title card?

How long a title is given on an editor card?

Is the series given on a translator card?

On what cards is the date given?

On how many cards do I have to write these contents?

Who of us has not struggled with these problems as student or cataloger? Those of us who were persistent acquired habits in the end, thus winning our freedom, and then discovered that cataloging is more than the making of various kinds of cards.

But in the teaching of cataloging what impression are we still making upon the minds of students?

The learning of at least four types of card, with varying fullness, requires a great deal of time spent in practice work on the part of the student, to say nothing of that required of the teacher and reviser. With the more limited number of class periods now allowed in a library school curriculum for cataloging, it is almost inevitable that technical detail looms large to the student, and that the work of the cataloger appears to be an unattractive, monotonous process of making cards. As a result, in spite of earnest efforts made by teachers to stress the bibliographic, the research, and the social interests in the construction of a catalog well adapted to the needs of the particular library, these interests appear to be overshadowed by technique, and most students prefer to go into other kinds of library work.

As one way out of this difficulty, it seems to us at the Western Reserve University school of library science that the adoption in our teaching of the *unit card* basis for the making of a dictionary catalog, is imperative. This method of cataloging involves, of course, the use of duplicated cards, either the printed cards of the Library of Congress, or those made by the

multigraph, mimeograph, or various other duplicating processes, or, if none of these is available, the copying of cards by typists or clerical assistants. By this method the cataloger is responsible for the main entry and for the *choice* of headings under which the book is to appear in the catalog. The *production* of these additional entries becomes a mechanical process, which can be done by assistants without library school training.

This unit card system is, of course, already well established in most of the larger libraries. It is not so generally used in the smaller libraries. There is question as to whether it is either possible or desirable in the smallest libraries. There is also the question of the desirability of using the Library of Congress printed cards for cataloging fiction, and for the children's catalog.

However, it is estimated that 60 per cent of the cards needed for an American university library and fully 90 per cent of those for typical public libraries can now be purchased.<sup>1</sup> Does not this remarkable accomplishment in the field of cooperative cataloging indicate that in the near future, the unit card system must become almost universal? A simpler unit card, easily obtainable by small libraries, would be a most desirable and not impossible development. It is possible that the Library of Congress printed cards would be used more widely in the smaller libraries if the routine of securing and adapting them to a small catalog were better understood. The organization of a simple, but efficient, routine is necessary even in a small library. This subject might well be given more consideration in our cataloging courses, and also by those agencies giving assistance to small libraries.

The practical advantages of the unit card are not limited to relief for the cataloger and the student of cataloging. A catalog made with printed cards is superior in appearance, legibility and compactness. It is also more useful.

<sup>1</sup> Bishop, *Practical handbook of modern library cataloging*. 1924. p. 66.

The entry giving full information under any heading where the book is found, is an undoubted advantage to the user of the catalog. With the older method of shortened forms for certain entries, unless the cataloger is alert for exceptions to the rule, very inadequate entries may result. And have we not assumed too much in expecting the reader to know *where* to turn for more information if he needs it? For example, one of our very abbreviated title entries may easily fail to give the student the information he seeks, as well as giving no clew to the fact that more information is given under the author's name. Furthermore, our rule for secondary fullness may at times fairly conceal the identity of the author, e. g. Smith, F. H. for F. Hopkinson Smith; or Fisher, D. C. for Dorothy Canfield Fisher.

If we grant the fairness of these claims for the unit card, why have the older methods continued to dominate our teaching of cataloging? Undoubtedly because they are still used in libraries and our students must be prepared to do cataloging in various types of libraries. Possibly also because these forms are vestigia of an earlier stage in the development of cataloging, from which we have not yet freed ourselves. The days of hand-written catalogs and printed book catalogs for the ordinary library, have largely passed, but do we not still retain some practices and forms, which, tho necessary or desirable then, are no longer useful or necessary? In simplifying the mechanical writing of a card, or in saving space in a printed catalog, shortened forms for title and other secondary entries were

useful, even tho the difficulty of cataloging was increased by having to remember where and what to omit. But has not the necessity for creating this difficulty passed with the common use of the typewriter and the printed card?

What will be the effect of this change of basis upon the cataloging course and upon the student, and, incidentally, upon the teacher?

The time which has been spent in class discussion and in practice work upon varying forms of entry can be more usefully spent upon the problem of *what* entries are needed, upon the choice of subject headings, upon problems of main entry, the use of reference books and the cataloging of more difficult types of material, such as government publications, and upon the organization of cataloging routine. In general, the writing of cards can be limited to making of main entries, with tracings to indicate additional entries, and practice in full cataloging with Library of Congress printed cards or cards duplicated at the school upon the mimeograph.

This plan will, we believe, give students a more adequate knowledge of the principles and problems of cataloging without over-emphasizing the technique of making entries. There will be relief to both students and teachers from this reduction in the number of cards to be written and revised. The result may even approximate a "painless" course in cataloging. We are hoping that students may gain a better insight into what cataloging, as professional work, really is, and that more of those who are well adapted to this kind of work, will find it an attractive field.

#### Cataloging Local History

Mary Thornton, in charge of the N. C. Collection, University of North Carolina library

The North Carolina collection at the University of N. C., numbers about 10,000 bound volumes and 23,000 pamphlets. It includes also collections of maps, clippings, and manuscripts.

It embraces only material dealing with North Carolina, books by North Carolinians not containing material on the state being classified under their subject in the general library of the university. It is housed in a special room and in the adjoining section of the stack. A special catalog is in the N. C. room, a duplicate of which is incorpo-



rated in the general catalog of the library. The collection has recently been entirely rearranged and cataloged.

In choosing a system of classification, many classifications used by state and historical societies thruout the country were investigated. The Dewey classification was selected as the one best suited to our needs. The letter C is used before the classification to distinguish the Carolina collection from the rest of the library. All the classes are used tho some of them are needed only in modified form. For instance, material in the 100's is limited to a few ethical subjects, such as temperance societies, prohibition, etc.; the 200's are confined mainly to the numbers assigned to church history and sermons. On the other hand, some classes are fully used. The 300's are a large class, embracing the state reports and documents, education, including the publications of many state colleges and public school reports, transportation with railroad and road reports. The 400's are represented by only one section, that selected for discussions of the dialects of the state. Natural history and natural resources make up the greater part of the 500's. The 600's take care of the history of medicine and public health work, and present the agricultural, commercial and manufacturing industries in reports of associations, factories, state departments, etc. Music and art offer a few examples illustrative of our poverty in this line. An interesting section in the 800's is devoted to fiction with the scene laid in North Carolina. In all the classes except the 900's an effort has been made to follow the exact numbers assigned by Dewey to the subject. The history class has been changed to conform to the periods of N. C. history. For example, C970.1 is used for early exploration of N. C., C970.2 for colonial history of N. C. and so on. The periods of history are followed by histories of special sections of the state, and after these come the histories of counties and towns. Biography is CB.

Problems in classification are very much the same as those that arise in classifying a general collection. There has been a tendency to let certain numbers attract all the material on a subject. For instance, education of the negro and hygiene of the negro are attracted to the general number C326. Books that contain North Carolina material as a part of their contents only, are classified according to the material on N. C., rather than under the general subject of the book. For example, a biography of Gen. Nathaniel Greene is put with his revolutionary campaigns in N. C., his only connection with this state. Some sections contain material not dealing directly with N. C. but illustrative of some phase of her history. The collection of early textbooks used in our schools throws light on the history of education, the section assigned to early imprints gives the history of the beginning of the press in this state. A class in the 000's is devoted to association books, including books formerly the property of some famous North Carolinian and usually containing his autograph or bookplate. These have their former owner as a subject heading in the catalog with a note on the card to explain their connection with him.

Since Library of Congress cards cannot be secured for most of the publications included in a local collection, the cataloger is thrown on his own resources in making cards for the catalog. The form used on the cards should be the same as that used in the general catalog, with the possible addition of a fuller collation, and notes to explain the connection of the book with the state, if that is doubtful. Contents for state material should be given if only a part of the book deals with it. Contents, North Carolina, followed by a list of N. C. material in the volume is the form we have used. When the book is rare or distinctive for some special reason, a brief bibliographical note is given on the card. Analytics are always made when there is the slightest suspicion of material being hidden. Author as well as subject

analytics are also found necessary even for the briefest article. Analytics are also made to bring out N. C. material in books classified in the general library. Bibliographies are stressed. They are analyzed under their subject and in many cases under the general subject, Bibliography. Valuable bibliographies will be found in catalogs of historical society collections, large private collections of Americana, and even in the auction sale catalogs. Locating authors' full names is often difficult in the case of minor authors included in a state collection. The best source other than biographical dictionaries of the state will be found in the alumni catalogs of the various colleges of the state. City directories are also useful if one happens to know the town in which the author lives.

In selecting subject entries for the catalog, it is well to consider the class of people that it is designed to serve. Our collection is used not only by the students at the university but by the people of the state. Thru the University extension division its resources are open by correspondence to many classes of borrowers, school children, business men, members of women's clubs, authors, and last but not least, that most intrepid class, searchers for family history. The wide variety of our public calls for careful consideration of different tastes and abilities in dealing with the material we have to catalog. The undergraduate student offers the least problem. His courses are worked out by the professor and his wants are satisfied by the definite book that has been assigned to him. School children usually want accurate and condensed material on some simple subject. Older people writing papers are often interested in county or town history. The research student presents the greatest problem. He is at the same time the joy and the despair of the cataloger of local history. He will not scorn the slightest things, and will appreciate every bit of material brought to light, but it must be original source material. His needs necessitate the greatest care of everything that throws direct light on social and po-

litical history, such as, letters, journals of societies and religious bodies, state laws and local ordinances, documents issued by the state and United States government, school reports, city and county reports, railroad and road reports.

In assigning subject headings experience has taught that it is best not to conform to approved usage. The A. L. A. subject headings book should be followed only when it offers the most fitting subject. This will not be true in most cases. The A. L. A. cannot be expected to furnish subjects for local history. In selecting subjects the index to a good state history will be of valuable aid. Try to find the popular local name, the name by which an organization or committee was known at the time of its existence. The catalog of a local collection should incline toward the index form, using a great many subjects rather than references. It should be a bibliography as well as a catalog, or rather a collection of bibliographies in one alphabet. With this in mind in making our catalog, the general heading as well as the specific has been used in many cases. Every pamphlet report of a railroad appears under the general subject Railroads, as well as under the name of the railroad; all newspapers are listed under the general subject, Newspapers, as well as under the name of the newspaper.

This listing of material under a general head has been found to be very useful in that it offers complete bibliographies on special subjects. In similar manner the *see also* references have departed from the accepted cataloging usage of referring only from general to specific, never from specific to general. A disappointed reader who finds only three entries under Ashe County, N. C., will be glad to be referred to the general subject, Counties, under which are listed books containing some material on all counties. The assigning of general heads to specific subjects would surely cause confusion in a general library, but, in the case of a local collection where material is often scanty on the specific subject, it is necessary. The great demand for material on the villages, towns, and coun-

ties necessitates the bringing out of material under the name of the locality. Even regimental histories are listed under the name of the county in which they were recruited. Church histories and local societies are always entered under their locality as subject. In choosing author entries for proceedings of societies, organizations, etc., incline to the name of the locality rather than the name of the society. Subheads have been used for the segregation of material. The subhead, Sources, is useful in separating material interesting only to the research student. Sources is also used as a subhead to bring out material not dealing directly with a subject but illustrative of it. For example, military rosters may be listed as a source for genealogy. Fiction has been used as a subhead under various subjects, as, Mountaineers—Fiction, Negroes—Fiction. Sometimes the date is used after a subject as in the case of campaign literature, when the date follows the heading to throw together all the literature of a certain campaign. In choosing subjects always consider first not the general subject of the book but in what way it is illustrative of the locality. Our collections of N. C. textbooks appear in the catalog as Textbooks—Latin, Textbooks—Spelling, etc., since their interest lies in their being N. C. textbooks rather than in their subject matter.

Problems arise in caring for special classes of material found in a local history collection. Pamphlets must be present in large numbers. They form a most important part of a state collection. Printed in small editions and often treated carelessly, they soon become exceedingly rare. Dealing with small things, subjects not well known, they are most valuable sources of history. Our pamphlets have been treated with the same respect as books. They are bound in cardboard covers, riveted firmly at the back thru the center of the pamphlet, classified and cataloged. They are shelved in special sections, Cp before the number on the catalog card distinguishing them from books in the collection. Clippings are mounted on manila sheets cut to fit a standard size filing case. The

sheets are filed alphabetically by the subject of the clipping which is written on the upper edge of the card. The name and date of the paper from which the clipping is cut is always given on the sheet. Clippings have been found to be useful in answering questions and furnish a class of material that cannot be found elsewhere, particularly town history and biographical material. Clippings from magazines are treated as pamphlets.

State publications issued in a series are classified under the general subject of the series and cataloged fully with author and subject analytics for each publication. Reports and periodical state publications are cataloged as any other periodical, that is, classified under their subject and cataloged according to the usual rules for periodicals.

Maps are entered in the catalog under the name of the author, under the general subject of maps, and also under the special subject of the map. The scale of miles is given in the collation instead of size. Pocket maps folded into book covers are classified in C912 and filed on the shelves with the date of the map as book number. Wall maps are hung on rollers. Maps forming a part of a book are analyzed if important or rare enough to warrant doing so. Sheet maps are filed flat in drawers. Very large maps may be folded once or twice to fit the drawers. Each map is inserted in a manila folder of a common size. The arrangement is always by date of the map. Portraits may be filed in drawers with entry in the catalog under the subject. Portraits in books may be analyzed under subject.

Arrange manuscripts by collection, that is, set aside the letters and papers of a man to form a chronological collection under his name. The papers may be filed in manila folders in a large filing case, always unfolded if possible. A card index of persons by whom or to whom letters are written may be made, indicating on the cards the location of the manuscript by collection name and number of folder. This is not usually done in a large manuscript collection. The chronological arrangement is con-

sidered adequate since it is presupposed that manuscripts will be used by readers fairly familiar with their subject. Small, manuscript collections may be arranged chronologically without the division into collections, or even alphabetically under the name of the writer of the letter.

To a person unacquainted with the fascination, the task of cataloging local history may seem an uninteresting one. On the contrary, it offers many advan-

tages not open to the cataloger of a general collection. The field is limited. There is more chance to learn something about one subject and to use that knowledge to advantage in building up something worth while. Patience and vision are needed, patience to gather and preserve each tattered and dusty pamphlet and paper, vision to recognize the materials needed for a true picture of the present and the past.

### Lessons in Americanism Learned from Cataloging a Collection of Local History Material

May Wood Wigginton, Public library,  
Denver, Colo.

This is a confession of a change of heart. Some years ago I had the job of cataloging a large collection of local history in the Louisville public library. I hated it. I hated the poring over old catalogs, the looks of the dirty old shabby books, the pamphlets in grey binders, the clippings that took more work than books, the minute examination of each book for analyticals, the pious pedantic style in which the old journals were written.

I had to put more work on it than on any cataloging I had done. I expanded the D. C. so that each county of Kentucky and each period of Kentucky history had a number. We had a separate collection for Kentucky authors, Kentucky history and travel, and Kentucky imprints. We made an extra file for Kentucky authors in our catalog.

Only when it was done and I was far away from it and perhaps a little homesick for my native state, did I realize I had been splendidly recompensed for this very drudgy job. I then knew I had had a fine panoramic view of the American frontier. Looking back over my work was like looking thru a kaleidoscope, a thousand bits of memory flashed there, a colorful landscape. That is always the fascination of cataloging, that sweeping view of all the world of events and dreams, with flashing little views gleaned here and there.

And cataloging this collection of Kentucky memoirs and old travels gave me a living picture of our vanished frontiers. I could see the lonely cabins, the line of stealthy Indians thru the dim forest trails, the rolling meadows and groves of huge trees and thick fern and cane brake as they had burst in all their beauty upon the first settlers. I could almost feel the thrill of seeing the rolling blue grass from the high mountain peak as it was seen for the first time, a thrill denied us in this day of moving pictures and *National Geographics* and picture post cards.

I knew what kind of giants there were in those days, those men who loved solitude and danger, who could tote a rifle and an ax all day long and never tire. I loved my own state better after reading a little bit from Hoffman's *Winter in the West*. (Kentucky was the far West in those days.) He quotes the boatman who ferried him across the Ohio in 1834. "No, stranger, there's no place on universal 'arth like old Kaintuck, she whips all out West in prettiness, and you might bile down all creation and not get such another state out of it." Or the immortal story told by Timothy Flint, most enthusiastic of the early travellers, of the Methodist preacher who pronounced, "In short, my brethren, Heaven is a Kentucky of a place."

You must pardon my references to my native state. But what I am trying to show you is that it is a wonderful thing thus to pore over the old journals and travels, to follow the making of a state thru the first crude



roistering communities, thru the quick growth of a fine gracious easy leisurely life, with frank and cordial hospitality, culture and manner, up to the development of a state with a peculiar character and enthusiasm, a vivacity, a charm, hardihood and energy that should long perpetuate its empire.

And each state has its own local history, each state in turn has been the frontier. American development has exhibited a return to primitive conditions on a continually advancing frontier line. Her social development has been continually beginning over again. This constant rebirth, this fluidity of American history, this ever expansion westward with its new opportunities, its enforced equality, its continuous touch with the simplicity of primitive society furnished the forces dominating American character. Each state in turn has been built by men with the spirit of adventure, the hardihood and the sturdy independence of the frontiersman. Each state has been mothered by the women who had the fortitude to bear the lonely and heavy toil, the wearisome waiting and the anxiety of illness and accident to their loved ones, far from medical aid and the simplest of remedies.

Here is just one story I found, of Rebecca Bryant Boone, first white woman to come to Kentucky. She saw her eldest son killed at Cumberland Mountains as the Indians tried to bar their way into the state. In 1782 another son was massacred. At different times her husband and daughter were captured and held by the Indians. Just this bit, deliciously naive from Col. Boone's own diary. "I am under the necessity of informing the reader that during my captivity with the Indians, my wife, who despaired of ever seeing me again and expecting the Indians had put a period to my life, oppressed with the distresses of the country, and bereaved of me, her only happiness, had before I returned transported my family and goods on horses thru the wilderness amid a multitude of dangers to her father's house in North Carolina."

This was indeed a foundation upon which to build what we know as the American character. If we admit the influence of the frontier upon American character, and the character building power flowing out of the conquest of a continent and a century of a struggle with the wilderness, then the duty of the librarian is clear. We are the custodians of the past, it is up to us to preserve this gallant heritage and splendid tradition. And we must remember that those old musty books, those pamphlets that at first aroused my rebellion, those bits of poorly written journals and memoirs contain the human story, the local color, all that we have left of our vanished frontier. Emerson Hough expressed it. He said, "The frontier has been the lasting and ineradicable influence for the good of the United States. It was there we showed our fighting edge, our unconquerable resolution, our undying faith. There for a time at least, we were Americans. We should do ill indeed, if we forget and abandon its strong lessons, its great hopes, its splendid human dreams."

And in these days when Americanization is a problem before us, when we are confronted with the fact that the American characteristic is being swamped by a different characteristic, all of us should know clearly what this American characteristic that we wish to preserve is. The answer is found nowhere so clearly as in these old journals, these local historical collections. There we see the character that was made by this typically American, universally American experience of the frontier. It was a character that loved nature, bleak spaces and hardy companions, hazardous adventure and the zest of battle. The frontier developed and demanded self-reliance and patience, adaptability and inflexibility of purpose, high courage and fortitude. The men who sought the frontier were simple and direct, dogged, restless, with exceptional vigor and vitality, and had always tolerance and humor and good humor.

That is a splendid heritage. The newcomers who seek our shores have not the gift of the frontier in their blood. Restlessness, energy and courage they have or they would not have left their native shores. These other traits that I have summed up as making the typically American characteristic, the self-vigilance and patience, the adaptability and simplicity, the vigor and good humor, these things we can hope they will get because they are our tradition; just as they said the Black Watch could be exterminated one day and if recruited the next the regiment would still be the bravest in the British army.

And of course as librarians we believe in the power of books to carry on this tradition. We do not expect to circulate our treasures of local history widely, but we can watch out for the books that are readable and in print and that recall the frontier experience. Such books, for instance, as Stewart Edward White's *Forty-niners*, Mary Johnston's *Pioneers of the Old South*, Emerson Hough's *Passing of the frontier*, Guy Emerson's *New frontier*, Parkman, Roosevelt, or Maria Chapdelaine. There are a host of these books that will be widely read, and that will help to carry on the tradition of the frontier, and that will pass on this heritage of ours.

### Selective Cataloging for High School Libraries

Mary Helen Pooley, librarian, Withrow high school, Cincinnati

I once bore the title of cataloger and I am very much afraid that it sat rather lightly upon me at that time. It was only as my experience became more varied as a reference worker and now as a high-school librarian that I began to appreciate the real meaning and significance of cataloging work. Those years as a cataloger were really red letter days in more than one meaning of the words. In my humble opinion, all librarians, need, not less, but more cataloging. It is not enough to take a course in library school to understand how to use the catalog. To realize the full meaning and possibilities for service in the cataloging there is nothing like helping to make one.

Perhaps it is too much to expect the general public to appreciate the catalog, but it seems to me there has been far too little emphasis on the service of the cataloger within library circles. Librarians are known as modest people, but surely the most modest of these is the cataloger. The formation of such groups<sup>1</sup> as this one is a hopeful sign that within library circles at least, cataloging is taking its rightful place.

Perhaps some day, it will even carry over to the public. No doubt you have all had examples of the bland and naive attitude toward the catalog similar to this one: I have been struggling along to acquire a catalog, snatching bits of time here and there from my busy round, over a period of two or more years, when a teacher from another city came to visit my library. She was not a trained librarian, of course, but obviously a woman of culture and considerable experience who had been placed in charge of the library in her school. After looking thru the catalog hastily she said: "I like your catalog very much. I think I'll make one for us next week."

Library activities have become so varied with the developments of recent years that the work in many cases seems little related and as is the case in medicine, the general practitioner is almost outnumbered by the specialist. Even such a fundamental and structural process as cataloging is becoming divided and sub-divided to meet new conditions and new circumstances. No longer can the critics say with any justice that the catalog "tends to resist modification." However, in spite of the specialization attendant upon the development of special types of libraries, there is common ground upon which all catalogers may meet. They

<sup>1</sup> A regional catalog group.

may, with profit, constantly keep before them the idea that the catalog is not merely a record of books but a storehouse of information—that the ultimate aim of the catalog is to make knowledge available to the public. Whether the cataloging is done for the large system, the college or school library or the small community library, the fundamental problem of the cataloger is the same. How shall the books in this library be cataloged to make them most useful to the public? Thus, all cataloging is really selective, and in the wisdom of such selection lies the strength of the catalog.

The old, old story that the library worker must know her public applies equally well to the cataloger. Unless she uses the catalog constantly and realizes the nature of the demands made upon it, how can she construct it that it may be of the greatest service? Of course knowledge of the public on the part of the cataloger is not always easily obtained, especially in the large library. In the small special library, however, it is a much less difficult thing and in the case of the high-school library, relatively simple. The users of the high-school library are differentiated from the general public in several obvious ways. The cataloger is not faced with the problem of making a catalog to suit the needs of people of all ages and every degree of culture. High school pupils, whatever their variation in social background, are supposedly of similar education and usually do not differ more than from four to five years in age. The young high-school student is not engaged in research. Matters of edition and extreme details of collation concern him not. He wants what he wants quickly, a stray date, a particular essay or short story or, as one boy puts it "a short and snappy sketch on John Milton, please." Miss Fargo's amusing picture of Seventeen in her widely read article, *Seventeen* and the reference librarian, is typical: "Cantya gimme something real short. I gotta have it next period and the bell rings in 10 minutes, and say, cantya gimme

it quick?" The time element is of particular importance, for if the material is forthcoming in 25 or 30 minutes later, the need has passed. The field, as far as reference work is concerned, would seem to be relatively narrow, following closely the course of study in the various subjects, yet it shows surprising ramifications when that course of study is interpreted by a hundred or more teachers. The more questions the catalog can answer, the better it is for pupil and librarian.

Just how shall the catalog be made so as to assume these life-saving properties and really interpret the library to the pupils? In the first place, the catalog should be kept as simple as is conducive to permanent, authoritative work. The cataloger should remember, however, that whatever their actions often may indicate, the users of the library are really not children and so in her effort to keep the catalog simple she should not incline too much to children's department methods. These young people use the catalog of the public library and very soon will be consulting those of the college library and it is much better that the catalog be a little too hard than a little too easy. The catalog should not be built down to the pupil but rather the pupil educated up to the catalog. The school library is part of an educational system often accused in the present time of being "too soft"—of making the pathway of the boys and girls too smooth. The school librarian who has the opportunity of working with the same pupils over a period of four years can guard against this tendency. While always maintaining an attitude of helpfulness, she may do the most good by helping the young people to help themselves. Surely an excellent tool in this educative process is the catalog. In addition to its primary function of revealing the resources of the library, the catalog should stand for a certain accuracy and thoroughness, two rather neglected qualities in present day life and education.

The use of Library of Congress cards is so well established as to need

little defense. Most libraries that can possibly afford them make use of them. In a high-school library with few of the expensive cataloging aids, the L. C. cards surely more than pay for themselves in time saved in furnishing authoritative author entries not to mention the improved appearance of the catalog. In general, the high-school library catalog will emphasize analytic work and give less attention to bibliographic detail. A good rule is to analyze as fully as time and means will permit. Some catalogers and department heads feel that for the small library and the branch library, extensive analytic work is unnecessary as the librarians can and should learn the collection thoroly. This somewhat disputed theory does not hold in high-school work, for no matter how well the librarians may know the book collection, such thoroughness can not be expected of the pupil, and he must use the catalog more and more, if it is to take its proper place in his educational life. The catalog must increase the reference value of the books and guide the pupils without loss of time. The average high-school period is only 45 minutes, and few of these minutes can be spared from the actual assignment. Teachers often send from the class room for a particular essay or special topic that must be obtained immediately if it is to be of any use in that period. And so books of orations, certain histories, many groups in literature, inexpensive books of collective biography and criticism that few catalogers would feel justified in analyzing for the general collection, fully repay such time spent upon them for the high-school library.

The selection of suitable subject headings offers perhaps the most interesting of the cataloger's problems. To an outsider the high-school library catalog might seem a badly proportional affair. Due of course to the emphasis of certain topics and works of literature in the course of study these subjects will be stressed and carefully subdivided in the catalog while other subjects of seemingly equal importance

are lightly treated. As to the form of subject headings, in general, the accepted, authoritative forms that pupils will find in other catalogs are the best choice. Of course, the involved technical heading will be avoided when the L. C. headings are simple enough to be readily understandable, it is wise to use them as the pupil will soon become accustomed to them and will recognize them in larger catalogs. Naturally common sense and judgment in modifying them will be necessary. The "Sears list of subject headings for the small library" is also very helpful as are the A. L. A. lists. Of course in a library in daily intimate touch with the work of teachers and pupils, subject headings can be worked out to fit local specific needs. For instance, in the Withrow high-school library there is a subject heading, *Cahiers*—a word not to be found in the subject heading lists or even in the International dictionary. That particular assignment is given each year by one of the history teachers and as material on the subject is a bit scattered, it has been analyzed and given that heading in the catalog. Another subject heading off the beaten track is *Tongue-twisters*—made to meet the many demands that come from pupils in speech training classes. Webster's dictionary furnishes the only authority for this heading. Another somewhat bold subject heading is "love stories," used to attract the pupils' attention and then direct him, or more usually her, to the finer types of that kind of story. A careful record of forms used and adequate cross references are of course necessary to keep the catalog accurate and consistent.

All sorts of special indexes so valuable in a high-school library add to the cataloger's task. In the Withrow library, a full short story index by title has been made and is filled separately. L. C. cards are not used but the entries are type-written on plain cards and connection with the general catalog made by the tracing. This growing index is constantly used and is of great assistance as the English course car-

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ries an intensive study of the short story in the first and fourth years. Printed indexes of stories, however well checked, containing so many outside the high-school field and so many that are not in the high-school library, do not take the place of this library's own list. An essay index along similar lines is in progress and a poetry index to supplement Granger.

Most librarians, in the larger schools at least, also take care of various kinds of illustrative material. Few librarians have the time adequately to catalog pictures, lantern slides and post cards and yet they must be so listed and arranged as to be available at short notice. In the Withrow library, victrola records are cataloged by title and subject. They are kept in albums and the call number on the catalog card is merely the numerical place of the record in the album.

Generally speaking, it would seem that the best person to make the catalog is the high-school librarian or those actually working with the pupils and teachers. They alone know the topics

most needed, the aims and interests of the teachers. If the library is under the Board of Education and the librarian is a member of the faculty she is fortunate for she may be as arbitrary as teachers are reputed to be. She does not have to conform to rules made for a larger library system but may mould and shape her library and her catalog to the needs of her own particular school.

There is a great deal of discussion at present not only about education for citizenship and vocational life but also for the worthy use of leisure time. Surely no agency has a larger part to play in such a program than the school library. The catalog is the key to the library and if properly made and used can help the library really to become an active teaching organism. It is indeed a worthy tool. Let it be made with care, precision and skill. It need not be so highly polished perhaps, but it must be fine and sharp if it is to work on the delicate mechanism that is the high-school pupil.

### Beautiful but Dumb: A Parable for Catalogers

Marion L. Boothman, Columbia University library school

There was a day when the sons of the library came to present themselves before the lord of the library, the chief high keeper of the books. And on that day they were in solemn staff-meeting assembled.

There were the children of the reference department, who admit that they are the anointed hand-maidens of learning. There were the children of the order department, who are the body-guard of the chief; and the children of the loan and circulation department, who "Meet the Public," and are as shock-troops in the vanguard of the battle; yea, even the humble daughters of the cataloging department were seated apart with their chieftain.

Now when the lord of that library beheld his people, that they were gathered in groups and in companies with

those in authority over them, he frowned and was displeased, for he read their hearts and he saw that there was strife among them.

Then the lord of the library spake sharply unto them and said:

"My sons, I have read your hearts, and I know well what is the bone of contention among you. Speak out, my children. What ails the catalog?"

Then arose the head of the reference department and spoke in a loud voice saying:

"The catalog is a beautiful catalog, and delightful in the eyes of the Library Bureau which made it. But, alas, it is dumb, my lord.

And he continued to praise the catalog for its many subject-headings, and for added entries, and that it had both *see* and *see also* references, and said that it lacked not title cards, nor main cards with fullness of entry, nor any good thing whereby to describe the Whole Book. And he said that subject-head-

ings are excellent, so be it that the library have an entire book on the subject, but that subject-headings are not all. For if the library have not a book on the subject, then is there no subject-heading. But what if the library have a book wherein there is a little chapter, or a few pages on the desired subject? Then there is no subject-heading and in the whole catalog there is no clue to that chapter.

The head of the reference department was sore aggrieved, as he told a tale of Aix-La-Chapelle buried among the books on cathedrals, and of one of the great ones among the wise men who searched in vain for Kelly and Willard's work on the grammar of the Hlingist language. The library had not a whole book upon this matter and so the catalog was dumb. And he spake warmly of the A. L. A. Index saying:

"Truly, my lord, thy servant knows it well. But what profiteth it a man to search the A. L. A. Index and thence to the public catalog, and find that the library hath not the book, for then hath he searched two places in vain and hath wasted his time for naught. Verily, this library, my lord, possesseth not all the work thus indexed. And further, my lord, this library hath on its shelves material not indexed in the A. L. A."

Next came the captain of the body-guard of the lord of that library, he whose care was to order the books of the library. And he sighed mightily, and spoke thus, his spirit being grieved within him:

"Your servant can no longer remain silent and squander the substance of my lord's library in reckless duplication of material already upon its shelves. Shelves that can be ill-spared groan under the burthen of duplicate material. Forsooth, why should our lord purchase a whole book when what is needed is more excellent in parts of books already on his shelves. But if it be in a part of a book only—thy servant the reference assistant hath spoken truly—the catalog is dumb. Plays we have in collec-

tions of modern plays, and biographies we have in collective biographies, and many a scientific article have we in reports of learned societies, but no man knoweth where to find them, and when my lord searcheth to find out, that his library be supplied, or when the public cries for them, the children of the order department must blush for shame and buy new. It puts us to shame, my lord."

Then stepped out the head of the Loan and Circulation department, and he beat his breast and tore his hair, saying that many and great as were the wrongs of others, his were greater than all; for daily the public beat upon the outer walls, and hurled against them missiles such as these:

"Give me Brander Matthews' work on William Archer. I want the trial of Anne Boleyn. Last week my little boy got a book here about acrobats and balloonists. I know not the title or author, but the book he must have straightway."

And the chieftain of the Loan and Circulation department unburdened his heart saying:

"Why cannot the public find these? Why cannot my people find them? Because the goodly catalog hath subject-headings for whole books, and other entries it hath for whole books, but for parts of books it hath nothing. In the *Trials of queens* ye may find Anne Boleyn, and in *Careers of danger and daring* are both the balloonist and the acrobat, but what man of us knoweth that?"

And when he had finished speaking, the lord of the library, the chief high keeper of the books, turned to the chieftain of the catalogers, and said unto him:

"My children cry for analyticals. Canst thou supply them, Little One?"

Then answered the chieftain of the catalogers:

"Yea, my lord. Analyticals they have, and they cry for more. There is no end to analysing."

"The whole library resorts to analyticals. Even your humble servants, the daughters of the catalog, would

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fain make use of them. When pamphlet reprints come to this department, if the library already have them in bound volumes, by the aid of analytics we discard them. Yea, those who act in an executive capacity consign them to the flames. By analytics are we guided in making subject-headings. Those among us who be classifiers well know that no book can occupy two places, and oft ease our conscience with an analytic.

"Now give to us but 40 new typewriters and 40 new slaves to pound them, and many clean new cards, and perchance we can stop the cries of thy children, if we but make analytics like the sands of the sea in number."

Now the lord of the library gave heed to all that the chieftain of the catalogers had spoken. He brought the catalogers 40 fine new typists and they did type, but still the sons of the library cried out saying that the beautiful catalog was dumb in parts.

Then the lord of the library brought yet other catalogers, and yet other typewriters and slaves to pound them, till he did have more than the sands of the sea in number. Then did the wail of the sons of the library cease in the land. It became a pleasant land to dwell in. Therein came and dwelt the souls of all good librarians who had passed to their reward.

## Letters—Information and Discussion

### A Homecoming Event

The Public library staff, Evansville, Indiana, has issued attractive invitations to an occasion which they call "The Evansville public library staff home-coming." Interesting events have been listed for the occasion. The event is to follow the A. L. A. meeting at West Baden and it is hoped that all those who have been at any time members of the staff of the Evansville public library, and who attend the meeting at West Baden, will attend the home-coming in Evansville, June 2-3. Those interested are asked to write to Clothilde Kerney, Central library, Evansville, before May 1.

The Commonwealth Division of Publications, 578 Madison Avenue, New York City, has a number of pamphlets, bulletins and reprints issued by the Child Health Demonstration committee, available for distribution in limited quantities. Requests for the following will be filled without charge as long as the supply permits:

A Survey of public health work in Fargo, N. D.

Child health and county health—Rutherford County, Tennessee  
Commonwealth Fund child health program

Natur'l (Athens)

They're pioneers (Rutherford County)  
Simplicity in health teaching

### Inexpensive Temporary Binders

The marked increase in the number of serials which libraries receive, and the decided increase in the cost of binding, has made it almost impossible for many libraries to keep their binding up to date, especially for certain federal, state, city, university and society publications. As a result, the difficulties of handling, shelving and preserving this valuable unbound material in the best manner and making its use most accessible has been quite a distressing problem. Aside from the cost, other factors which necessitate delay in binding are missing numbers, incomplete or irregularly published numbers, and delay in receiving the indexes.

The old practice of having the unbound serials in pamphlet boxes or commercial binders is out of the question because of the cost and amount of space they require; keeping them loose and unprotected on the shelves increases their chance of misplacement and loss; tying in bundles or keeping them in manila envelopes makes them

hard to consult and does not look well on the shelves; using loose manila backs and tying them in boards is most annoying as they slip out whenever used.

In the Public library, Kansas City, Mo., we are using a temporary binder which is an improvement over the last method mentioned. It has proved very satisfactory, especially for incomplete volumes or material which will never be bound.

Two binder's boards, slightly larger than the publications, have two holes perforated in the center of each, about an inch away from the outer ends. These boards are connected with a strip of buckram about five or six inches wide and two inches longer than the boards, the buckram is pasted to the boards, leaving about three inches for a flexible back. The lengthwise ends are turned in and pasted, then a piece of lining paper is pasted inside, giving a neat finish. To keep the publications inside this binder, a piece of tape passes in the holes at the outer edge, comes out at the inner hole, over the back, and in the next hole, and out in the outer hole, then the ends are tied. Having this work done at our bindery in their spare time and utilizing scraps of buckram, we can get very good looking binders at a cost of four and five cents each.

The name of the publication and the call number are marked easily on the back with white ink by spreading the backs out. When shelved, these temporary binders look not only as well as our other bound books, but they protect the publications, make them easy to consult, and have solved our shelving problem.

NOUVART TASHJIAN  
Chief

Cataloging department,  
Public library,  
Kansas City, Mo.

A letter from the distinguished veteran librarian, Mr A. H. Furnish of the Public library of York, England, says in speaking of the work in the

new library building, to which the visiting librarians were invited last fall:

You may like to know that since you were here our issues are fully one-half more than they were last year, and the people are still coming for tickets. I think you must have left your benediction upon us. Anyway we shall always remember your visit with pleasure.

### Vacation Periods in Libraries

It always eases my conscience after sending out a questionnaire if I pass on the results to others whom I think it will interest. So I am sending on to you the enclosed tabulation of answers to a questionnaire recently sent out by this library on the subject of library vacations.

Since our concern in this instance was mainly with determining the length of vacation to be allowed to heads of departments, the tabulation was made on that basis. But our investigation has revealed other interesting points. Many libraries allow a month's vacation to all members of the staff, some to all staff members of professional grade, and others to heads of departments and branch librarians.

In other libraries, the length of vacation is determined by the length of service. And these are included in the list. In some libraries a full month's vacation is allowed only when there has been no time used for sick leave during the year. The vacation allowance is stated in various ways. Some allow 24 working days, some 26 working days, some 30 consecutive days, some 31 days, some "four weeks", and some "one calendar month".

Most of the libraries which grant only two or three weeks' vacation to heads of departments grant a full month to the head librarian. In a number of libraries, special leave with pay in addition to the annual vacation is granted at intervals to be used for study or travel.

One striking thing to be noticed in looking over the answers from those who grant less than a month's

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vacation is the number which report that they expect to change soon to a longer vacation period. However, a number of libraries are prevented from making any change because of the fact that the library is under civil service.

Answers were received from 131 libraries. Twenty-five libraries reported three weeks' vacation for heads of departments, 28 reported two weeks, and 78 libraries on the list reported an allowance of a month's vacation to heads of departments, with the variations noted above.

RUTH E. HAMMOND

Wichita City library  
Wichita, Kansas

The following libraries<sup>1</sup> allow a month's vacation to heads of departments:

Akron, Ohio	Muskegon, Mich.
Albany, N. Y.	Newark, N. J.
Allentown, Pa.	New Britain, Conn.
Atlanta, Ga.	New Haven, Conn.
Bayonne, N. J.	New Orleans, La.
Binghamton, N. Y.	New York, N. Y.
Birmingham, Ala.	Niagara Falls, N. Y.
Boston, Mass.	Norfolk, Va.
Bridgeport, Conn.	Omaha, Neb.
Brockton, Mass.	Pasadena, Calif.
Brooklyn, N. Y.	Passaic, N. J.
Cambridge, Mass.	Pawtucket, R. I.
Cincinnati, Ohio	Philadelphia, Pa.
Cleveland, Ohio	Portland, Oregon
Dayton, Ohio	Queens Borough, N. Y.
Denver, Colo.	Roanoke, Va.
Detroit, Mich.	Saginaw, Mich.
East Orange, N. J.	St. Joseph, Mo.
Elizabeth, N. J.	St. Louis, Mo.
El Paso, Texas	San Antonio, Texas
Evanston, Ill.	Savannah, Ga.
Evansville, Ind.	Seattle, Wash.
Flint, Mich.	Sioux City, Iowa
Fort Wayne, Ind.	Somerville, Mass.
Gary, Ind.	Springfield, Mass.
Grand Rapids, Mich.	Syracuse, N. Y.
Haverhill, Mass.	Tacoma, Wash.
Hoboken, N. J.	Tampa, Florida
Houston, Texas	Toledo, Ohio
Jacksonville, Fla.	Trenton, N. J.
Kalamazoo, Mich.	Tulsa, Okla.
Lakewood, Ohio	Utica, N. Y.
Los Angeles, Calif.	Washington, D. C.
Louisville, Ky.	Waterbury, Conn.
Lynn, Mass.	Wichita, Kans.
Manchester, N. H.	Wilkes Barre, Pa.
Memphis, Tenn.	Wilmington, Del.
Milwaukee, Wis.	Yonkers, N. Y.
Minneapolis, Minn.	Youngstown, Ohio

<sup>1</sup>Answers to Questionnaire on vacations, January, 1928.

## An Untiring Expression of Appreciation

A new clock has been installed in the main reading room of the University of Washington library. It is indispensable, and a thing of beauty in a beautiful room; but it is not for these reasons that it is significant. It is significant because it represents the love and respect of the 249 Library School alumni for their dean, William E. Henry, who founded the school, and has given himself to its welfare for 17 years.

The loyalty of the students and the *esprit de corps* of the Library School Alumni association have been the outgrowth of their affection for their dean. They have given this clock to the library as a pledge of their devotion to him.

The clock is hand wrought in silvered steel and bronze, and is inscribed with the words, "William E. Henry 1927. Presented by his students." It symbolizes the permanence and dissemination of his influence, and expresses in its beauty the inspiration each student has found in his friendship. Every minute of every day it ticks an untiring appreciation of Mr Henry's service.

ELVA L. BATCHELLER  
President

University of Washington  
Library School Alumni association

## Both Parents and Librarians

Editor, LIBRARIES:

When I was librarian of the Public library, West Allis, Wis., 1914-17, among other things, I suggested that the West Allis branch take the initiative and suggest to the Parent-Teachers' association that it have a sub-section for parents and librarians. The work done in West Allis was the same between the librarian and local branch of Parent-Teachers' association. Then why not extend the work and let parents and librarians work together as teachers and parents have done? Is the suggestion not a good one and cannot good work (much needed) be done among pupils thereby?

PROF WILLIAM EVERETT JILSON  
925 Foster Ave.  
Chicago, Ill.

Monthly—Except August  
and September

## Libraries

216 W. Monroe Street  
Chicago, Illinois

Mary Eileen Ahern, Editor

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By the rules of the banks of Chicago, an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or postoffice money-orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at market prices.

Contributions for current numbers of **LIBRARIES** should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

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### Linda A. Eastman for A. L. A. President

THE nomination of Miss Linda A. Eastman for president of the A. L. A., 1928-29, will give general satisfaction, particularly to those who know of her rare personality and her splendid executive ability. Of course, there can be no question of the outcome of the election, no other nominations were made for the presidency, so the election of Miss Eastman is a foregone conclusion. The nomination of Miss Eastman proves conclusively the error of the opinion that there is a disinclination of the moving spirits of the organization to select a woman executive to preside over the A. L. A. meetings and particularly those of the Executive Board.

No objection could possibly be offered to the selection of Miss Eastman. She has been engaged in library work since 1892 and for a similar period has been a member of A. L. A., and a member of the Council since 1905. She has served almost continuously

for the past decade as a member of the Executive Board, several times having been vice-president, so the history and procedure of the association are well known to her.

For many years she was assistant-librarian of the Cleveland public library where her service and counsel were of the highest value in the administration of that institution. At the death of the late William H. Brett, she was unanimously elected his successor, and the continued successful progress of that institution has been largely due to her vision and wisdom. The *Cleveland News* says editorially:

The public library has earned a reputation both in the United States and Europe for the remarkable way it serves the public. Honors are due in large measure to Miss Eastman, under whose regime Cleveland's library has made itself more effective than any time in its history.

Miss Eastman is the fourth woman president offered to the association in

its 52 years of service and she measures up in charm, ability, preparation and experience to her feminine predecessors—all of whom reflected credit and honor of the highest order if comparison were made among presidents.

So much power rests with the president in the conduct of association affairs that a big opportunity for praise

or blame follows his or her election. It will not take a major prophet to foretell the happy results with Miss Eastman in the place of authority. LIBRARIES joins the majority of the membership in extending to Miss Eastman sincere good wishes for a happy and prosperous term as president of the A. L. A.

### Social Prospects at West Baden

PLANS for the A. L. A. meeting at West Baden are shaping themselves up in a way that foreshadows an important event and a delightful time. The meeting at West Baden will be of the sort that great numbers of the A. L. A. members have asked for time and again—a country place free from local hospitalities.

West Baden is not a town except for post office purposes, the hotels with those who serve them making up the community. One of the prominent Indiana librarians speaking of it says:

The meeting at West Baden will be in marked contrast to that at Toronto. It

must necessarily be an easy-going affair, almost no social entertainments, merely a full opportunity to see and visit with one's friends who attend the conference, with plenty of space and natural scenery all about, free from complicated engagements and places to go.

Walks and talks, stories, quiet association, and piazza conferences are amply provided for. In answer to the question, "What local color will be shown?" comes the answer, "The only local color possible is that which the good Lord and Tom Taggart have furnished." The first is beyond criticism, the last is as one takes it.

N. B.—A has the long sound in Baden.

### Reciprocal Benefits

TWO eminent visitors from Rome, who have been studying libraries in America as representatives of the Vatican library, have completed a six months' survey in the United States. They left the country on March 1 and their expressions of appreciation and understanding of book service give joy to the heart of those charged with the library development in this country. The visitors were Mgr. Benedetti and Prof Scalia, members of the Vatican library staff on leave of absence. They returned to the Vatican to be

present during the work there of the American librarians who were invited to organize an illustration of the American system, and the result of the combined experience will doubtless mark a red-letter day in the use of the wonderfully precious collections in the Vatican library.

Reports from Mr. Bishop and the other American librarians are full of enthusiasm in regard to the opportunity offered them and to their reception by the Vatican authorities. The whole situation is one of great interest.

## Preventive Measure Instead of Curative

"To what great uses may baseness be put" is a paraphrase of a wise saying transposed because the item coming from a Texas publication tells of a movement to convert the Travis County jail at Austin, Texas, into a public library in memory of William Sidney Porter who was once confined as a prisoner within its walls.

O. Henry lived in Texas for many years and at that time he was sentenced for an offence against the bank-

ing laws of which he always maintained his innocence. The sequestered life of the prison gave him time and spurred him to write the stories which have crowned his name with honor while adding to the enjoyment and pleasure of thousands of people. These will be ready to applaud the endeavor to turn what might have been a blighting experience into an inspiring spectacle as well as an effective educational institution for that community.

### "Who Is The Librarian?"

"About once in so often" was a measure of time standardized and given the place of consideration in conversation by the late *Mrs Ruggles*, a well-beloved creation of *Mrs Wiggins*. It really has no special limit in duration but carries a supplementary measure that is generally understood.

For nearly a third of a century the *Boston Transcript* has carried an interesting department known as The Librarian. This was perhaps the earliest "column" and furnished approach to the public for Edmund L. Pierson, who since that time has tickled the fancy, stirred the enthusiasm, excited the wrath, and always interested those who read what he pleases to say. In time, the column of The Librarian passed into other hands and "about once in so often," on account of something it presents, the question is asked, "Who writes The Librarian?" The writer is evidently a free lance and gives to a public not always familiar with library affairs some notion of what is going on in the library world.

The contents of the column, however, are not always based on authentic information. Its statements are sometimes subject to revision. Impressions are given undue weight, but its comments are always clever if not founded on fact. Recent utterances of The Li-

brarian have raised again the query, "Who is The Librarian?"

Evidently it is someone not acquainted with the family history in all its ramifications. One is led to think, perhaps, that the writer is a new graft on the family tree—one who has married into the family. Anyway, there have appeared lately statements relating to library situations, library activities, library movements that have been well known for years, expressing wonder and delight that these recent discoveries have been made. The geographical knowledge of the locations where certain things are done is a bit out of plumb. One library and another is credited with starting a new thing with certain results. As a matter of fact, the activity has been carried on for years in a number of places and the library cited as being an originator of it, is itself often astonished to find credit given for an activity which it adopted long before from observation in another quarter.

All this by way of preamble to calling attention to an article, February 21, where a comparison of the American and German library movement is given. Quoting from a recent article in *The New Republic* by Hans Hofmann, which makes a very good presentation in line with the facts as they are known by those

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familiar with the situation and are accepted by the leaders of the public library movement in Germany.

1) The public library should add only the really valuable book to its collection. Trash and the merely sensational are to be kept out of the public library.

2) But the valuable, true literature must really correspond to the interests, inclinations, needs and capacities of the readers. Otherwise it will not be read. The librarian very often makes the mistake of working from his own personal tastes or from the opinions of literary professors. But he must study his readers and their peculiarities, recognize the direction of their inclinations. For only true and living writing is effective educationally. From the mass of old and new writings, the public library must very carefully seek out the books which meet these standards.

3) The public library exists not only for a certain group of people (as do the scientific libraries), but for different classes and circles. Now there is a great difference between the reading needs of the young and adults, men and women, laborers, clerks, teachers, physicians, flappers and collegians. Therefore the library must try to understand psychologically and sociologically all the various tastes, needs and capacities of these groups, in order to find exactly the books for the individual groups, which are interesting for it alone, and which are also cultural.

Then the *Transcript* Librarian adds:

Here is an arduous and ambitious program indeed. How many American public librarians would be prepared to endorse it? With our standards of mass service, and desire for high circulation reports almost without regard to the quality of the books circulated, would it be possible for American librarians to undertake such an individual campaign as this, in regard to the tastes of their readers?

Such conclusions on a well understood subject and regarding well established practices make one wonder what The Librarian knows about principles and practices of public libraries in America.

### Going Visiting Again

If anything would make one wish that he had waited until 1928 for his European pilgrimage instead of taking it in 1927, it would be the news of the opportunity for the summer of 1928. Most attractive literature is being received concerning a "Bibliographical tour and pilgrimage to selected European libraries, June 30-September 6." This tour is under the direction of

Dr T. W. Koch, librarian of Northwestern University, whose wide acquaintance among European libraries and librarians makes him an ideal director for such an undertaking.

### A Cataloging Symposium

A symposium on cataloging is given place in the present number of *LIBRARIES* for the help of many librarians who have been pondering varying aspects of the subject for many months or longer. The material making up the symposium has been offered by experienced, practical students of the subject and furnishes definite, authoritative opinions on rules and practices which the writers think worth while.

Mrs Jennings of St. Paul library offers good argument as to why a library staff doing public service should be familiar with the catalog's contents and should know the reasons and rules that govern its making. Mr Shaw, now of Swarthmore college, makes out a strong case for more analytics for catalogs especially for the small libraries with a plea that the A. L. A. or the Wilson Co. or some central bureau take up again the work of providing analytics for libraries that need them. Miss Barden of Western Reserve library school deals with the unit card system, showing how it saves time, labor and money. Miss Thornton writes interestingly on the economy in labor, of the satisfaction in using local history material that is well classified and cataloged, based on her experience with the North Carolina history collection at the University of North Carolina. Miss Wigginton of Denver shares with her readers the great pleasure she gathered while cataloging the historical material of Kentucky when she lived in that state. Miss Boothman, formerly of New Hampshire, now of Columbia University, writes "A Parable for catalogers" that is both witty and wise. One wonders if she made her discoveries in New Hampshire or in New York.

The editor has enjoyed putting together the symposium and hopes *LIBRARIES'* readers will enjoy it also.

### Death's Toll

Miss Mary P. Martin, for 38 years librarian of the Public library, Canton, Ohio, died, February 20, after a short illness. Miss Martin had lived practically all her life in Canton where her father was for many years the head of the public schools. She was appointed librarian when the Public library was opened and was its first and only librarian.

Miss Martin was active in all civic affairs and devoted much time to various interests—D. A. R., Woman's Club, Y. W. C. A., and other organizations. She had keen interest in all the affairs of her community and eagerly undertook the study of new subjects that came up, being a member of various classes to the end. Miss Martin possessed a charming personality, a quiet sense of humor, and much cordiality, that easily made friends for her among those whom she met. She was for many years a member of A. L. A. and of the Ohio library association from its founding.

Mrs Jessie Parks, for four years librarian of the Public library of Enid, Oklahoma, died of pneumonia, January 19. Mrs Parks was a homesteader and was the first school teacher in Enid. Her home was on the lot which she staked at the time that Enid became a tent city of 10,000 in 24 hours.

Hers was the true pioneer spirit. Her illness was caused and probably her death resulted, because she refused to close the library for two days when the furnace was out of commission. With a very small appropriation and one assistant she rendered very good library service for four years.

Professor A. M. Wolleson, for nine years librarian of the Public library, Belleville, Illinois, died, March 1, at his home in that city. Professor Wolleson was born in Denmark, came to this country when he was 19, and entered the Normal school at Warrensburg, Missouri, where he completed the teachers' course. He followed the vocation of teaching for more than 25 years. He was principal of the Frank-

lin school in Belleville, when he was made librarian in 1903. While he took no active part in library organization in Illinois, he was always ready with counsel and means to further library extension in the days when such matters depended on interesting persons for financial help and work.

The death of Harold L. Wheeler, librarian of the Hackley library, Muskegon, Michigan, since 1921, on March 3, is a severe loss to the library profession in general but especially to the library work in Muskegon. Mr Wheeler was elected delegate of the Muskegon Rotary club to the international convention of that group at Ostend, Belgium, last summer. He left in May and returned in July, but he was stricken in August with the illness from which he never recovered. He was comparatively a young man but his contribution in the 15 years in which he has been in library service has been more important and more noteworthy than many another's of much longer duration. His work at Muskegon can well stand as his monument. So fine was it that the Muskegon press speaks of it: "The perpetual debt of Muskegon to Mr Wheeler is incomparable."

Mr Wheeler was a man of fine personal qualities, rare charm and great executive ability, of a dignified demeanor, sensitive almost to a fault in his great desire to attain, but with a personality that was quiet and lovable.

He was born in Massachusetts in 1889, was graduated with honors from Brown University in 1910, and completed the two-year course at Albany in one year. He was for two years in the Library of Congress and later took charge of the Hamilton Fish branch of the New York public library, one of the large divisions of the New York system with a staff of 22 and an annual circulation of over 400,000v. In 1916 Mr Wheeler became librarian of the Missouri School of Mines at Rolla, Missouri, where he did fine work until he was called to Muskegon in 1921.

The Hackley public library of Muskegon was founded by one of the rich

lumbermen of 40 years ago, who provided it with a very handsome building and an endowment producing considerable income, but the Hackley gift is insignificant compared with the later vision which Mr Wheeler created in the minds of that community as to the value of library service and the opportunity it offered in every line of endeavor. The circulation of the library for 1921-22 was 141,793v.; for 1926-27, 445,484v., of which the greater part was books of knowledge and power. Mr Wheeler presented to his board only a few weeks ago his last report—a remarkable document and giving a plan on which he had been working for several years for the enlargement of the library building to provide for increased reference opportunities, especially for the use of serious students and research workers.

Mr Wheeler's immediate family is his widow and four brothers, one of whom is Joseph L. Wheeler, librarian of the Enoch Pratt free library, Baltimore.

The *Muskegon Chronicle*, the leading newspaper of the city, devoted its first editorial column, March 5, to an appraisal of Mr Wheeler and his work, in which it was said:

The vital soul element that Mr Wheeler brought to his work in Muskegon is a gift of the gods, for there is no school where it may be learned, no source where one may go to find it.

There is no standard by which a measuring rod may be applied to the service he performed here, in making the library the vital community factor it has become. Such development of an institution in our midst cannot be over-appreciated.

It was Mr Wheeler's great privilege to have enriched Muskegon by his coming. It has been impoverished by his passing.

Next to our churches and schools, our public library, one of the greatest institutions of its kind in the state, is doing the most wonderful work for the community. It serves all classes of people, and sometimes I believe we don't realize or appreciate the great service it is rendering. There is no finer thing in our city.—*N. G. Remmel, Mayor, Oshkosh, Wisconsin.*

## One Solution of a Massachusetts Library Problem<sup>1</sup>

On the basis of another library

Charles F. D. Belden, director, Public library, Boston

In an inconspicuous brick building on a side street in Bloomsbury, London, scarcely more than a good stone's throw from the entrance to the British Museum, may be found the Central library for Students. Its existence is mainly owing to the zeal and devotion of Dr Albert Mansbridge, the pioneer in Great Britain of the Adult Education movement. This Central library for Students grew out of the suggestion that "a central lending library common to the Workers' Educational association, the adult school movement, and all other organizations of working men and women which are carrying on a systematic study work would be an institution of great public utility." The scope of the present library, however, extends beyond this, and its aim today is not only to ensure that all bona fide students coming under its notice shall be helped in their studies if they are unable to obtain the use of the necessary books elsewhere, but also to stimulate and develop higher study on the part of those isolated students who, largely owing to the lack of book facilities and book guidance, have been content with a lower level of knowledge than they are capable of acquiring. The Central library supplements the book collections of local libraries by meeting the demand for the larger and more expensive books which are beyond the means of most public libraries, and for books of a more specialized character than local libraries are justified in adding to their own collections.

In short, the Central library for Students meets the needs of individuals for whom no other provision is available, and is also a source of supply in cases where, for purposes of group study, many copies of certain books are needed. It is, however, no part of its function to supply quantities of

<sup>1</sup> Delivered before the Massachusetts library club, midwinter meeting, Boston, February 10.

cheap textbooks, and it does not supply books prescribed for examinations. It has made an endeavor, with a large measure of success, to pool the resources of all sorts of existing libraries. This has resulted in a larger use of the material in these libraries; in the avoidance of unnecessary duplication of books; and in the setting free of more funds for fresh purposes.

The Central library for Students in London issued last year—its eleventh year of existence—45,004v. Its stock consists of some 33,000v. In addition to the serving of urban, county, university and other libraries to the number of 382, it provided books for 345 adult classes and direct service to 201 individuals. This represents service to England alone. From the Central library of Scotland, located in Dunfermline, there were issued to libraries, classes and individuals nearly 10,000v., and from the Central library in Ireland, located in Dublin, over 4,000v., a total in the three countries of a trifle over 59,000v. It is needless to state that the three central libraries coöperate and are able to help one another in various ways. The total book stock of the three libraries numbers some 45,000v.

As has been intimated, the function of the Central library is to supply those books which the local library is unable to buy, either because it cannot afford them, or because the probable demand would not justify the expense. Whenever possible, the Central library issues books thru a local library to which the borrowing individual has access. The Central library, in short, steps in when the local library fails. Direct service to the individual is given only when there is no intermediary library. This avoids wasteful duplication of books and acquaints the local librarian with the needs of readers within his reach of service.

There are, of necessity, certain restrictions relating to the type of book issued by the Central library. It will not supply any modern book costing less than six shillings. Ordinary modern fiction is not included in its field.

Reference books such as dictionaries, encyclopedias, atlases, and the obvious annuals are not ordinarily supplied; nor are modern biographies of a personal or popular character, altho biographies containing matters of historical or other value may be secured. For illustration, a copy of the Dictionary of National Biography is available for loan to those libraries which cannot afford to buy their own copy. Books, especially modern books of local interest, including books on local industries, which should be in the possession of the town libraries, are not supplied; but are issued in certain cases to libraries outside the locality concerned. Nor are books issued which the local library, bearing in mind its size and income, could reasonably be expected to buy for its own use. The local library, in short, is expected to hold its own in its community, and to carry its reasonable share of book-stock to meet the community call.

The Central library endeavors to supply copies of out-of-print books or pamphlets, irrespective of their price. While there is no fixed maximum, the purchase of very expensive books must be kept within reasonable limits. With the exceptions mentioned, the Central library will do its best to supply any book, either thru its own collections or thru the process of borrowing from coöperating libraries. No book is bought for the Central library until actually asked for, with the result that the Central library's stock is live and not over large.

In 1923 the "outlier" library scheme was introduced. The outlier libraries (in Massachusetts we would recognize such libraries as special, association, institutional, or private), lend their books to any responsible reader in Great Britain or Ireland. At first these libraries, coöperating with the Central library for Students, received grants from the Carnegie trustees in return for the services they were able to render. But it is significant to find that many of these libraries, with their specialized collections, now make voluntary offer of their contents. They



have come to realize that they not only "give" but that they "receive" and also that the larger the number of libraries coöperating, the greater will be the benefit derived from each.

While the British Museum must be excluded from any scheme involving the loan of books, there is the likelihood that a number of valuable collections in Government department libraries will soon be made available for the adult student. The Science library, one of the most important of the national libraries, is already coöperating, as is the National library of Wales.

You have doubtless wondered how the Central library for Students has been financed during the past 11 years. The major part of its income has come from the Carnegie trustees, but their annual grant of £3,000 will cease two years hence. In addition, there have been grants from the Sir Ernest Cassel Educational Trust, the United Services Fund, the Thomas Wall Trust, and the Goldsmiths' Company. Contributions have also been received, last year for instance, from 205 municipal libraries and 38 county libraries, as well as from individuals and institutions. The total income last year was £5,571. One hundred and nine municipal and county libraries have thus far failed to contribute, but are expected soon to fall in line. The service of the Central library for Students, however, has been extended to these libraries with the same freedom as to those which have made contributions. The income from contributing libraries, it is anticipated, will soon amount to at least £2,000 annually.

So gratifying have been the benefits of the Central library for Students that in July last the president of the Board of Education stated in the House of Commons that "grants for the Central library and the Science library," (already, as has been stated, a national library), "will be considered with the estimates for next year, and when the time comes, we will give the most favorable consideration that the finances of the moment may make possible." Here, then, is the probability, within

a short time, of a government grant, placing the work of the Central library for Students on an assured financial basis. It has even been suggested that the Central library for Students should be reconstituted as a department of the British Museum with separate functions and a separate constitution.

#### Local application

In Massachusetts, a central library for students by any other name would be of the greatest benefit in meeting the immediate needs of the adult population thru its network of public libraries. No greater service could be rendered our adult citizen, the individual student or other readers, than the ability to furnish on request thru the library—public, private or institutional, the desired volume of non-fiction.

In addition to the volumes lent to meet the specific need of the individual serious reader or study group, there should be made available in the commonwealth for adults and children collections of both fiction and non-fiction to supplement the meagre resources of the small public library. There are, within our borders, 170 public libraries, each with an annual income of less than \$1,000. Some of these libraries are in very small towns; others are in towns with a population of greater size but with large areas, low valuation and little wealth. None of these libraries can be expected to acquire adequate book collections. Are we not in agreement that they should be supplied with the necessary service? Doubtless this service of "collections of books" to the small town libraries must depend on the growth of the work of the Division of public libraries; but until there is a concerted and persistent demand on the part of the citizens of the small towns, it is doubtful, at least for the present, whether adequate appropriations for the Division can be secured. In 1914, under an act of the legislature, \$10,000 was authorized for "direct aid" annually to the small public libraries of the commonwealth. In spite of recommendations made each year

on the part of the board of Free Public Library commissioners, approved and urged by the Commissioner of education, no increase to this sum has been forthcoming. It would seem obvious that better book service to the citizens of the commonwealth, in small towns as well as in the larger centers, must come, for the immediate future, thru some source other than that of state appropriations.

In addressing this audience there is no need to enumerate the number and variety of libraries within the borders of Massachusetts, a state unique in possessing a public library in every city and town; their number so great that if evenly distributed, a public library would ever be in sight. In institutional, special, association, and private libraries, the commonwealth is at least the peer of other states. Coöperation and interloan service already exist between many libraries: good will is general among all libraries. The time has come, with the need of book aid for the adult student, to seek still further liberalization and coördination. It is betraying no secret to speak of the desire of the large universities to give the fullest support to such a movement. The special and private libraries of the commonwealth can do no less than similar institutions have done and are doing in Great Britain.

For service such as is represented by a central library for students, there must of necessity be a center. Whether that center or organization for carrying forward the work be established with the Division of public libraries, the State library, the Boston public library, or elsewhere, is immaterial. Logically it belongs with the Division of public libraries, but certainly there will be no excuse for creating a new entity to meet the reasonable needs of the serious adult reader.

As for the necessary funds, the amount required will be found to be quite modest. No such number of books will be needed for Massachusetts as is necessary for England. I would remind you that there is in America a Carnegie Corporation, not to mention other funds, trusts, and or-

ganizations, the officers of which may well be interested in forwarding a sane educational movement for which there is an ever-growing call. Individuals, quite as willingly as coöperating libraries of various sorts, will desire to add their practical support. Is it not worth working for: has the time not come when persistent efforts should be made on the part of librarians and trustees of libraries and other interested persons to find the ways and means whereby adequate book service may be given to our public?

A suggestion and I have done. I would submit to the president and executive committee of the Massachusetts library club that there be appointed a committee of trustees, librarians, and "outsiders," if you please, to study, report, and act on the practicability of creating for Massachusetts, under what name you will, a central library for students. Fail not to give a place on such committee to members of the Massachusetts federation of Women's clubs. The General Federation, you will recall, has definitely committed itself to the promotion of library extension. The commonwealth of Massachusetts was long in the forefront in all matters relating to the library. The opportunity now presents itself for the renewal of that leadership.

#### A New Plan for Storing Fiction

John Cotton Dana, librarian of the Newark public library, and his Board of trustees are considering a plan for making the Main library's resources more convenient and accessible to students and serious readers. This will be done thru gradually reducing the fiction at Main library and increasing the supply of fiction in the branches. The plan has been under consideration for some time because the librarian and the trustees feel that the more serious and scholarly use made of the Main library has increased so rapidly in the last few years that in spite of several improvements and extensions in the Main library, the space for book readers and students is insufficient.

**Dr P. Roland-Marcel, Administrator-General, Bibliothèque Nationale**

Dr Roland-Marcel, administrator of the *Bibliothèque* of France, who is to give a series of lectures in the United States, will arrive in New York about the end of March.

Altho the important libraries of America have greatly increased in size in recent years, the *Bibliothèque Nationale* in Paris, is still the largest library in the world. It has 4,280,000v. as compared with 3,557,000 in the Library of Congress. The *Bibliothèque Nationale* contains 40,500 sets of newspapers and reviews and 203,000 maps and plans: its collection of printed books occupies about 60 miles of shelving and about 2,000 volumes are communicated daily for use in its reading rooms. The department of medals includes 240,000 coins and medals, 4,500 engraved gems and 7,500 works of art. The department of prints is composed of 3,050,000 etchings and engravings which cover 3 miles of shelving. The rich department of manuscripts contains 123,000 manuscripts occupying six miles of shelving.

The *Bibliothèque Nationale* was founded by Charles V of France, 1364-1380. He was a great bibliophile and had a collection of very beautiful manuscripts and miniatures which he kept in the tower of his palace, the Louvre. Unfortunately, his collection became dispersed during the English invasion, but it was possible nevertheless to bring most of it together again in the library.

In the sixteenth century, François I and Henri II acquired large collections of books which they had beautifully bound and their example was followed by their successors until the Revolution. At that time, the convents were closed and their libraries, which were confiscated for public use, greatly enriched the collection of the national library.

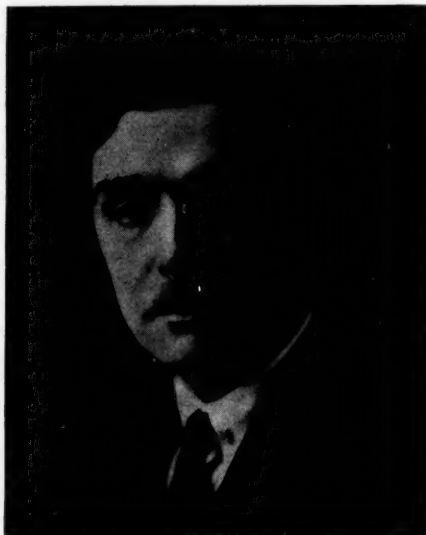
Manuscripts in the *Bibliothèque Nationale* are classified by language and the printed books were arranged in the seventeenth century by a subject classification, the large divisions of which are still used today.

At present the building of the *Bibliothèque Nationale* is almost filled and as it is not possible to enlarge it, Dr Roland-Marcel is thinking of establishing a storehouse in Versailles where he can send all the books which are not used frequently, such for instance as the duplicates that now occupy almost six miles of shelving, and unimportant reviews which are seldom called

for. This storehouse could be used at the same time by the other national libraries of Paris.

Dr Roland-Marcel is planning also to equip a second reading room, in the *Bibliothèque Nationale*, for periodicals and an information and reference service. The room is ready and it can be equipped and furnished in about two years' time.

These two projects are not the only improvements that Dr Roland-Marcel has brought to the *Bibliothèque Nationale* since he has been its administrator. Shortly after his appointment in 1924, he



Dr P. Roland-Marcel

installed electricity in the great reading room. It was also under his administration that the photographic catalog of printed books was undertaken in order to help readers during the period of time which it will take to complete the *Catalogue Général*. It is estimated that because of the vast amount of work entailed and the care with which the editing is being done, this catalog cannot be finished before the year 1970. The photographic catalog began with the letter Z and it will go back in alphabetical order until it reaches the material already covered by the printed catalog. This photographic catalog, begun in 1926, has already reproduced 200,000 catalog cards and the work is to be completed in 1930. The photostat which is used for the preparation of this catalog offers at the same time photostat service for the readers of the *Bibliothèque Nationale*.

Dr Roland-Marcel's principal work has been to group together the great national libraries of Paris under one administrative board. He has also obtained for them the right to receive gifts and handle money. Formerly, except for gifts of books and legacies for very specific purposes, these libraries were forbidden to receive anything. In the future, the funds accorded to them by the Government will not constitute their only resources. They may make money by charging admission to exhibitions, by charging for the right to make photographic reproductions, etc. This new regulation went into effect in December, 1926, and extra funds which have been obtained have been equivalent to three quarters of the Government subvention. This result is a good omen for the future.

Grouping the national libraries under one board will not only permit them to increase their resources, but it will aid them in using their regular funds to better advantage by avoiding duplication in buying and by facilitating a temporary change of assistants from one library to another when this seems advisable. Another consequence will be a better plan for specialization on the part of each library and a distribution of dupli-

cates which will complete the various collections.

Dr Roland-Marcel deserves great credit for having carried out all these reforms, especially as the French libraries do not yet hold the place in public opinion which is held by the libraries in America. Great perseverance was needed and much diplomacy; it was necessary to get the help of scientists and the assistance of the press and to get deputies who were very little *au courant* of library affairs to vote the necessary laws. Dr Roland-Marcel has been able to accomplish all this and one can easily understand the eminent position he occupies in France among professional librarians and how great his influence has been upon the international organizations dealing with the interests of intellectual workers. He should be warmly welcomed by all his colleagues of the library profession in America. L.

The entire issue of *Soil Science* for January, 1928, was devoted to the first International congress on soil science. A library exhibit was arranged for the congress by the library of the U. S. Department of Agriculture and attracted special attention. The exhibit was located in the Chamber of commerce of the United States near the main entrance. The entire room was given up to the exhibit. Photographs, printed matter, diagrams, and legends were displayed on panels. Old books relating to the early study of soil science were under glass.

The exhibit was an attempt to picture the development historically of American soil science; to show the current literature on the subject with some of the more important aids in its use; and to serve as a reading and reference room during the congress. The exhibit also called attention to the important dates in the development, reaching from the earliest date in the United States, 1821, to the present.

The description of the exhibit prepared by Claribel R. Barnett, librarian, U. S. Department of Agriculture, has been issued as a reprint.



### Problem of Space at Bodleian Library

A serious problem in the life and work of the Bodleian library at Oxford has been recently discussed by Professor E. L. Woodward of the University. Professor Woodward says there is not room in the entire Bodleian in which two or three men can consult together with opportunity to spread open books upon a table.

This library is one of the world's greatest libraries and has the love and veneration of all English scholars. But it has too little room at present. There are no buildings adjacent to the Bodleian where it would be possible to find room for enlargement. Professor Woodward suggests that a solution would be to build a new and modern building as near to the old center of Oxford as possible for carrying on the active library service while the old library might then remain a sort of treasure house of manuscripts and early forms.

Benefactors of the sixteenth century made learning open to all Englishmen, and it is hoped that in the present time other men will leave to Oxford names to be added to those of Duke Humphrey and Sir Thomas Bodley, for similar generosity.

### New Library Building for Yale University

At the fifteenth annual alumni day, which was observed at Yale University, February 22, Professor Andrew Keogh, librarian, dwelt at length on the plans for Sterling Memorial library at Yale University. Professor Keogh traced the history of the gift—the study that was made to secure the best site, the preliminary plans of the late Bertram G. Goodhue, and the advancement of those plans under the direction of James Gamble Rogers, supervising architect of the university. Professor Keogh pointed out that probably no library had ever given to its plan so long consideration by so large a number of competent advisers. The site is the outcome of long deliberation; the provision for the care of books and the comfort of the reader

was the result of constant coöperation between the architect, the librarian, the faculty and the corporation—all plans were discussed for months before anything was done.

Professor Keogh described the architectural style of the building, its capacity both for books and readers, and the provision that had been made for subsequent extension. Interesting descriptions were given of the various external aspects of the building with regard to material, location, etc., the arrangement of the various floors and the location of different important points necessary to effective administration.

Professor Keogh said it was not possible to set a date for completion for so large and finely constructed a building, but it will probably be ready for occupancy in the summer of 1930 and be ready for use when the college opens in the fall of that year.

### Growth of the Boston Athenæum

An interesting account of the progress and development of the past 30 years of the Boston Athenæum library forms the basis of the annual report of that institution by its librarian, Charles K. Bolton, who has been librarian for the entire period. The report points out that the history divides itself into four periods: the opening in 1807 when Boston was a town of 30,000 inhabitants and men on horseback brought their books to the library after hitching their horses to hitching-posts in the neighborhood. Boston was at that time a very intellectual provincial community, and church life, banking and fire insurance seem to have been the three forms of polite activity. William S. Shaw was the first librarian.

The second period began in 1837 while Boston was still on its peninsula, surrounded on three sides by water, and the Athenæum was the fifth greatest library in the United States. It was in this period that the Athenæum moved to Beacon Street.

Bishop Lawrence contributes to the report his impressions of the library in 1871-72. This is most amusing as

the bishop speaks of the one whom he calls "a perfect tank of information," of the quietude and mustiness, of the librarian, of people who came in who seemed to own the library, as they as well as the attendants went in and out of mysterious doors which were always closed immediately.

In 1913 enlargement became necessary and the Athenæum was temporarily stored while the changes were made. Attention is called to the great men who regularly came to the library—Senator Lodge, President Lowell, and others.

The King's Chapel library, given by William III of England to King's Chapel in 1698, has stood in its handsome case in the Athenæum for many years. The Athenæum, as far as is known to the library, is the only library in the United States which has a fund to buy fresh cut flowers for the desks of the staff, the same being established by Mrs William R. Mercer, Doylestown, Pa., in memory of her father, Charles S. Dana.

### Bibliographic Aid for Pan-American Union

One of the important resolutions passed by the sixth International conference of American states in its recent meeting at Havana looked towards the appointment of a technical commission made up of expert bibliographers selected from the various American countries. The resolutions also bespoke the assistance of the Pan American Union to carry out the desires expressed in the resolution with all associations and organizations interested in bibliographic works. The Pan-American Union was further charged with the duty of preparing the program for a meeting, selecting the place, time and date at which the commission of expert bibliographers shall come together.

Knowledge is a good thing, the mastery of the secrets of the visible world; wisdom is a better thing, the possession of fine judgment and delicate intuition, of moral and spiritual discernment.

—John Henry Jowett.

### Books and Library Service

A radio program will be sponsored by the Pennsylvania state library on Monday and Thursday evenings, 5:45 to 6:00 o'clock, from April 2 to June 18, over Station WMBS, Harrisburg, directed by Frederic A. Godcharles, state librarian.

April 2, Frederic A. Godcharles, State Library service.

April 5, Frederic A. Godcharles, State History service.

April 9, Dr C. Waldo Cherry, Books to read.

April 12, Dr Keith.

April 16, Gov. John S. Fisher, Why libraries are of value to the Commonwealth.

April 19, Mr Shenk.

April 23, Anna A. MacDonald, Your Pennsylvania libraries.

April 26, Mr Godcharles, Pennsylvania history in books.

April 30, Ethel M. Fair, Children's books.

May 3, Miss Ferguson, How to keep family records.

May 7, Alice R. Eaton, The Dauphin County library.

May 10, ———

May 14, Dr C. Waldo Cherry, On books.

May 17, ———

May 21, Ethel M. Fair, County library service.

May 24, Mr Godcharles, What does Decoration day mean?

May 28, Anna A. MacDonald, How to get a county library.

June 4, Isaac D. App, What does the county library accomplish?

June 11, Dr C. Waldo Cherry, Commencement and books.

June 18, Alice R. Eaton, Warm weather reading.

A paper on County Library service has been prepared by the Division of library extension which may be obtained for use over other radio stations. Instructions for broadcasting and the use of the talk accompany the paper.

### Icarus Triumphs

Amundsen. First crossing of the Polar Sea.  
—Our polar flight.

Duke. Airports and airways.

Fraser. Heroes of the air.

Hall. High adventure.

Lindberg. "We."

Smith. 14,000 miles through the air.

Thomas. European skyways.

—The first world flight.

War birds: diary of an unknown aviator.

West. The lone scout of the sky, Lindbergh.

—Bulletin, Public library, Worcester, Mass.

### American Library Association

#### Notes and news

There are a number of library plays on file at A. L. A. Headquarters. A list of these has been prepared by Marjorie Zinkie, librarian.

The A. L. A. committee on salaries, insurance and annuities presented salary statistics for teachers colleges and normal school libraries in the March number of the A. L. A. *Bulletin*.

The A. L. A. committee on library extension, the Illinois library extension division, and the Illinois library association are making plans for county library publicity in connection with the national Country Life conference at the University of Illinois, Urbana, June 18-21.

Librarians and library trustees interested in rural library service would find the meeting helpful.

The A. L. A. board on the library and adult education has issued as a reprint an address delivered before the Illinois library association by Mr C. B. Roden, librarian of the Chicago public library and president of the A. L. A. The reprint is a part of Mr Roden's talk, the whole of which was published in *Public Libraries* for November, 1923. The reprint is entitled, The next step in library administration.

The delay in publishing some of the *Reading with a Purpose* courses, caused by the inability of authors to furnish their manuscripts in time, has been met by a number which have now arrived so that regular publication will be resumed. Among these are: Pivotal figures of science, Dr A. E. Bostick; Adventures in flower gardening, Sidney B. Mitchell; Prehistory, George G. MacCurdy; French literature, Irving Babbitt; The young child, Bird T. Baldwin; Interior decoration, Harold D. Eberlein.

The A. L. A. has accepted an invitation to send delegates to the second National library congress in Mexico City, Mexico, April 16-21, 1928. The Executive board of the A. L. A. has

appointed the following delegates: Carl B. Roden, of Chicago, president of the A. L. A. and librarian of the Chicago public library, John T. Vance, of Washington, chairman of the A. L. A. committee on library coöperation with the Hispanic peoples and law librarian of the Library of Congress, and Carl H. Milam, secretary of A. L. A.

Nathan Van Patten, who will be in Mexico in the interest of Leland Stanford library, has also been appointed a delegate.

The acceptance of the invitation from Mexico has been made possible by a grant from the Carnegie Endowment for International Peace, of which Dr Nicholas Murray Butler is chairman. It is the hope of the officers of the Association and of the Carnegie Endowment that this may be the beginning of the development of closer relations between the librarians of the United States and Canada and those south of the Rio Grande.

The program for the general sessions of the A. L. A. meeting at West Baden will present a comprehensive view of the policies and activities of the association as now carried on thru its executive officers and committees, as well as of certain movements or tendencies in the library field itself. Broad outlines and principles rather than details and practices will be presented. The following groups have announced their intention of having programs:

**Affiliated organizations**—American association of law libraries, Association of American library schools

**Sections**—Agricultural libraries, Catalog, Children's librarians, College and Reference, County libraries, Lending, School libraries, Trustees, Training class

**Round-tables**—Hospital libraries, Art reference. Library buildings, Order and Book selection, Periodical, Public documents, Publicity, Religious book, Small libraries, Work with the foreign born

#### Hotel reservations

Reservations at any of the hotels should be made directly with the hotels. The West Baden and the French Lick hotels are on the American plan.

Court room, with hot and cold running water, one person, \$7 a day; two persons, \$14. Outside room with running water, one person, \$8; two persons, \$15. Room with bath, one person, \$10; two persons, \$18. The rates at the Homestead hotel, which is under West Baden Spring's management and is on the European plan, range from \$1.50 for a single, with running water, to \$4.50 double, with private bath.

#### Railroad rates

All railroads in the United States have granted a fare and one-half convention rate to West Baden which will be good returning to the starting point for about five days after the conference closes. Travel parties to the convention will be arranged by Mr Faxon and his committee as usual and will be announced later. Tickets are on sale from May 24 to May 30 and will bear a return limit to point of departure of June 8. Local rates on the fare and one-half plan can be learned from local railroad agents.

#### A Professional Appeal

To Members of the Library Profession:

The American Library Association is issuing a final appeal to those with library interests at heart to rally to the support of the Paris Library School. Only one more year remains of a five-year demonstration period, after which a plan is under way to have the school taken over by a large American university as a foreign branch. The small sum of \$37,500 is all that is needed to assure the completion of the demonstration period. Unless this amount is in sight by April 15 the Paris Library School, which has supplied 184 American trained librarians to as many important positions in European countries, must be closed at the end of its present term in June.

This important agency for international library relations should not be lost. In a typical graduating class of 23, there were nine French students, six Norwegians, two Germans, two Poles, two Russians, one Belgian and

one Czech. Inquiries about next year's work have already been received from several countries. The faculty and curriculum are also international. Among the librarians and others who recognize and endorse the Paris Library School as an agency too valuable to be lost are W. W. Bishop, Andrew Keogh, Frederick P. Keppel, Herbert Putnam, Josephine A. Rathbone, Carl B. Roden, William F. Russell, Adam Strohm, Charles C. Williamson and George A. Works.

Pledges will be received at the Association headquarters, 86 East Randolph Street, Chicago, for contributions to this fund which will be payable by July 1, 1928. Checks may be made payable to the American Library Association.

May we have your support (and, thru you, the support of some friend of libraries) to assure the continuance of this significant library service to America and Europe?

CARL H. MILAM

Secretary

American Library Association.

#### Special Libraries Convention

Plans are being made for the annual conference of Special Libraries association in Washington, May 21-23. Conference headquarters will be in Hotel Washington, Pennsylvania Avenue and 15th Street.

The plan adopted last year of having general sessions each forenoon, and group meetings in the afternoons, will be followed this year. The theme this year is Research.

The Chemical section of the National Safety Council has recently completed a 53p. report on "Accident and health hazards of spray painting"—a hazard prevalent in many industries, especially in automobile finishing. A limited number of copies is available to libraries who might desire such information for use in the technical reference work. Write to National Safety Council library, 108 E. Ohio St., Chicago.



### New York's Municipal Library

One of the strong forces in the library centers is Rebecca B. Rankin, who is at present in charge of the Municipal Reference library in New York City. A celebration of the fifteenth anniversary of the founding of the Municipal reference library was observed, March 8-9, not so much because of the fifteenth birthday as to make better known the existence of the library as well as its facilities and its desire to serve a larger percentage of those in the city's employ. It was an opportunity which Miss Rankin did not lose. The birthday served as an opportunity to show appreciation for the real coöperation and friendly spirit of her library colleagues as well.

Dr Williamson in a radio talk on March 5 interpreted the work of a municipal library. In the course of his remarks he said:

We sometimes hear it said that the printed word will soon be obsolete and unnecessary as a means of acquiring knowledge, its place being taken by the motion picture, the radio and television, to say nothing of the possibility of still more wonderful methods of communicating facts and ideas to be discovered in the future. Undoubtedly all these modern devices hold untold possibilities, but no wise man will confidently predict what role they may come to play. Certainly we can assert that at present, more than ever before, the important work of the world requires books and other forms of printed matter. Ours is more than ever the age of the printed word. This being so, we are more than ever living in an age of libraries.

With the rapid accumulation of knowledge, with the necessity of applying all existing knowledge as fully as possible to the solution of the practical problems of everyday life, and with the eager search for more knowledge on every conceivable subject, a need has inevitably arisen for collections of information in printed and other forms devoted to many different and more or less highly specialized fields of interest. Such collections must be made by specialists—that is, those who know much about the subjects and also know how to assemble the material and make it serviceable. Specialists of this kind are now usually called special librarians. Hundreds of such collections have come into existence in the last 15 years, notably in all important types of business organization.

The business of conducting all the manifold activities of a great city is a compli-

cated one. Consequently, as soon as special libraries began to develop in business and other private organizations, it became obvious that there was the same need for a specialized information service in municipal government. Baltimore led the way in 1906, by the establishment of what has in most cities come to be known as a municipal reference library, altho this first one was called a department of legislative reference. This new departure in municipal government was the result of interest taken by certain public spirited citizens of Baltimore who realized the need of having some department whose business it would be to collect and compile information which would be of value to the efficient public official and to the interested public.

In 1909, the National municipal league, recognizing the value and importance of municipal reference libraries, appointed a committee to investigate the subject and make recommendations as to the organization of such libraries. Its findings stimulated the establishment of such libraries in various cities, including St. Louis, Kansas City, Milwaukee and Minneapolis. Today they are found in no less than 19 cities, 15 of them being cities of the first class. As early as 1910 several citizens and city officials had wished to have such an institution in New York but it was not until 1913 that it came about.

The importance which the highest officials and leading citizens of the city attached to the inauguration of this special library is indicated by the list of speakers, which included Mayor William J. Gaynor, Comptroller William A. Prendergast, Mr. George McAneny, president of the Borough of Manhattan; the Rev. Thomas E. Murphy, vice-president of Brooklyn College, and Dr. John H. Finley, president of the College of the City of New York.

I have in my hand a small volume containing a report of what these gentlemen said. There is not time to quote at length from these addresses, but I am sure you will be interested in a paragraph from Comptroller Prendergast's for it was and still is an excellent statement of the function of a municipal reference library. "This Municipal reference library," said he, "should be a 'fact centre.' To it, public officials, public employees, civic organizations and citizens generally should be able to appeal for information on any subject that may reasonably be considered within the domain of municipal performance. If the library should not happen to have adequate data relating to a subject regarding which inquiry is made, it will be the duty of those in charge to secure the necessary information immediately."

Mayor Gaynor made the opening address in the course of which he said: "The Comptroller says this is only a modest beginning. That is very true. But it will

grow and grow rapidly, the object being to bring into one library all information and statistics, not only regarding our own city, but regarding all cities, and when I say all cities, I mean cities abroad as well as here. In that way much can be gathered together of the greatest value. It will be a place not only where those working on municipal government may go to get information, but it will be a place to which writers on municipal topics may go. Here all the facts with regard to municipal government can be found—the good and the bad."

Mayor Gaynor's prophecy has come true. The Municipal reference library has grown. It began in two small rooms in rented quarters with 5000 books and pamphlets. When the municipal building was completed—even before it was completed, as a matter of fact—it moved into a fine large room on the fifth floor of that building. A little later it moved to the still more commodious quarters which it now occupies and a branch was established in the Health department. The 5000 books and pamphlets have grown in 15 years to over 40,000.

Dr Williamson then reviewed the many activities of the Municipal reference library that are making it a more and more valuable asset to the city government.

### Adult Schooling

Let us say you have your mind set on your present job, and are smart enough to know that there is a whole lot in it which you have not learned. If, then, the idea of pursuing your job appeals to you, no one can tell you how to get an education on it as well as you can yourself. Don't hunt for a teacher and a course of study; but find a book, or a journal—the library can perhaps help you here—which tells about this job. If you find what you begin on does not interest you, get another. The ways of writing articles and books on a given job or any subject that may attract you, are as different as the men who write them. If you have an interest in something and really want to know, you are a born learner, and you need no teacher but your own self. The most attractive, interesting, irritating, aggravating and—if necessary—persistent teacher you can anywhere find is your own interested self.

Getting an education is learning, not being taught.—*J. C. Dana.*

### Library Meetings

**Boston**—The joint meeting of the Massachusetts library club and the Special Libraries association of Boston, February 18, brought together nearly 400 librarians. Saturday's meetings were held in the Baker Business library at Soldiers' Field and the visiting librarians learned something of the work of that library and its plans for increasing its collections of business literature. William C. Lane, head of the Harvard College library, gave the address of welcome, and was followed by Charles C. Eaton, librarian of the Baker library. He spoke of the care that had gone into the planning of the building so that it should be logical in arrangement and ample for students, workers and material. He emphasized the general character of the library; that it would not attempt to compete with the University of Michigan, say, in forming a unique collection of the literature on automobiles, or with the University of Chicago, if it brought together in its library all that was to be had on the meat-packing industry.

Frank C. Ayres, of the Business historical society, described its work, which is supplementary to that of the Baker library and does for it things which it cannot do for itself. Walter B. Briggs spoke of Harvard's 46 special libraries which supplemented the great collection of more than a million volumes in the Widener library, and enumerated some of the treasures in them. Professor Paul Sachs of the Fogg Museum of Art and William Lyon Phelps of Yale were the other speakers.

**California**—The California library association held five district meetings in February and March. At the Second District meeting, John Brokenshire, city editor of the *San Jose Mercury*, called attention to the similarity in the functions of the newspaper and the library. Both, he said, serve as mediums for information, education, entertainment and inspiration. Dr T. W. McQuarrie congratulated schools and

libraries on the coöperation that is growing up between them with much greater efficiency resulting from grouping. Mr Ferguson described libraries of England, Scotland, and France.

Mrs Frances B. Linn of Santa Barbara, president of the C. L. A., was present at the Sixth District meeting at Redlands and told of the plans for the state meeting to be held in Riverside the second week in April. Dr L. B. Alexander, professor of philosophy at Scripps College, Claremont, talked on the organization of books in a library. He suggested that all works of a writer be collected after his death and grouped in one place irrespective of classification. He also advocated shelving of books by periods of culture. Round-tables devoted to discussion of special problems brought out much helpful opinion.

The Ninth District meeting at Marysville combined the custodians of the various counties of the district with other librarians. Better books for "the 'teen age," building the circulation, aspects of club work, and library publicity were discussed. Samuel Levinson, of Sacramento, read an interesting paper on the history of books from the stone age to the present. He discussed modern methods of printing, book-binding, book-selling, and book-buying.

The Seventh District at Eureka engaged in an exchange of opinion among those present at a luncheon.

The Third and Fifth district met at Woodland where Mr Ferguson talked on the burning of books thruout the ages down to the present. E. C. Stowe, of the *Woodland Mail*, helped the librarians determine what library events have real news value. Sydney Herschel Small talked on reading and juvenile delinquency. One of Mr Small's books has come under the ban of Boston, so he spoke on censorship and its effects. The coöperation of libraries and clubs in building up library sentiment and support was presented by Clara B. Dills, librarian of Solano county.

Chicago—Llewellyn Jones, literary editor of the *Chicago Evening Post*, gave a delightful talk, March 8, to the Chicago library club on Notable books of the year. He spoke of the interest that Durant's *Story of philosophy* had aroused, and also the present fad for books on behaviorism. Katherine Mayo's *Mother India*, he thinks a sincere attempt to portray the conditions in India today. On the question of government, he contrasted the opposing views of James Munro and John Dewey, the former claiming that the political thinking of today is totally inadequate.

Mr Jones commented on the present tendency of biographers to reveal a man's true character, showing his weak points as well as the strong ones that have made him famous. He cited the life of George Washington by Rupert Hughes as an example of this type, for in the first volume, the author narrates many strange misfortunes of the Washington that the average person knows nothing about.

He said the three best books of fiction, 1927, are *The Grandmothers*, *Death comes for the archbishop*, and *Thomas Mann's Magic mountain*, which he pronounced "the most outstanding novel of the last 20 years."

ROBERTA J. BRIGGS  
Secretary

District of Columbia—An interesting dinner meeting of the Regional group of catalogers and classifiers was held, February 18, in Washington, at which Miss Ellen A. Hedrick presided. Addresses were made by Prof Isabella K. Rhodes, Columbia University; Winifred Gregory, editor of the *Union List of Serials*; and Dr H. H. B. Meyer, of the Library of Congress. Miss Belknap Severance was elected secretary-treasurer.

An expression of good will by cable was voted to the three members, Charles Martel, J. C. M. Hanson, and W. W. Bishop, who are now in Rome.

Massachusetts—The spring meeting of the Western Massachusetts library club was held at the City library,

Springfield, March 1. Mr H. C. Wellman extended a cordial welcome on behalf of the City library association and invited the guests to inspect the new Pynchon memorial, home of the Connecticut Valley historical society.

The book discussion, led by Miss Edith Little, was based on lists of most popular books sent in by a number of librarians. Most of the titles were generally desirable.

The address of the morning, given by Mrs Howard Stebbins of Newton Centre on "Trend of modern fiction," was especially interesting as treated by a critic who is also an author. She spoke first of mystery, adventure, and second-rate love stories as being the most popular types of fiction, and as appealing for the same reasons as their historical predecessors. As examples of well written religious novels, she spoke of the Bridge of San Luis Rey and Death comes for the archbishop. Among the novels of the new psychology she contrasted Dorothy Richardson's cloudy understanding of her heroine only, with Virginia Wolff's clear insight into the consciousness of all her characters. Among recent translations, those from the Swedish, such as the work of Dixelius and Roelvaag were mentioned as notable.

Under the direction of Miss Farrar, a series of reading from interesting recent books of non-fiction was given by the members of the City Library staff.

The afternoon address was given by Dr Thomas A. Knott, general editor of Webster New International dictionary, on the making of a dictionary. He showed the relation of the development of the dictionary to the progress of education, which, in turn, was dependent on the progress of material prosperity. Showing some examples of old dictionaries, he traced the changes in dictionary making from the first manuscript dictionary in the fifteenth century to the latest Oxford English dictionary. The processes of present dictionary making and revision were made especially interesting.

RUTH T. ABBOTT  
Secretary

**Philadelphia**—A library institute held under the auspices of the American Library Association and conducted by the Drexel Institute of library science, Philadelphia, February 20-25, is reported as being a "tremendous success." The organizations interested in the conduct of affairs were: Pennsylvania library association, Pennsylvania library club, Special Libraries council of Philadelphia and vicinity, Association of school librarians of Philadelphia and vicinity, and the Extension division of the state library of Pennsylvania. The meetings were held at Drexel Institute, the Free library, and the University of Pennsylvania.

The program for each type of library was concentrated in one day in order that the busy librarian might hear all of the papers and discussions on the particular type of library in which he was interested and return home the same day if he desired. In this the Philadelphia institute differed from the previous two held at St. Louis and Atlanta. Another distinguishing feature was the brevity of the papers and the amount of time devoted to discussion of subjects from the floor.

Mr Ashhurst, librarian of the Free library, generously provided luncheon for over 200 each day the meeting was held in his library. Mr Dickinson, of the University, entertained all those attending the College Library section at luncheon.

Many expressions of commendation from those who attended the meeting have been recorded.

#### Coming meetings

The Tennessee library association will meet in Memphis, April 13-14.

The California library association will hold its annual meeting at Riverside, April 2-7.

The Illinois library association will hold its annual meeting in Danville, October 17-19.

The New York library association will hold its annual meeting at Richfield Springs, September 4-8.



The Louisiana library association has postponed its annual meeting until the fall. The exact dates have not been definitely decided upon.

A joint meeting of the library associations of all the New England states will be held June 26-29, at the Eastland hotel, Portland, Maine.

The state library associations of Minnesota and North Dakota will hold a joint meeting in Fargo and Moorhead late in September or early in October.

The district meetings of the Iowa library association will fall within the period, April 24-May 10. Miss Julia Robinson, secretary of the state association, announces the following as district, place and time of meeting, and librarian in charge:

Middle east, Iowa City, April 24, Mrs Jessie B. Gordon.

Southeast, Mount Pleasant, April 2, Elena Budde.

Southwest, Council Bluffs, April 27, Eva T. Cannon.

Central, Indianola, May 1, Mary E. McCoy.

Northeast, Dubuque, May 3, May M. Clark.

Northwest, Storm Lake, May 4, Elizabeth Walpole.

Middlewest, Audubon, May 8, Mrs Gertrude Nelson.

North central, Clear Lake, May 10, Mrs M. J. Bowman.

### Special Libraries

**Philadelphia**—On Friday, March 2, the Special Libraries council of Philadelphia and vicinity met at Christ Church library and was addressed by Dr Washburn in a delightfully informal talk.

The speaker transported his audience to the days of the seventeenth century and paid tribute to Rev Thomas Bray. Bray might safely be called the father of American library extension, since it was he who convinced the Society for the propagation of Christian knowledge, that he would not go to the American wilderness without books. He was sent out by the society as commissary in 1695 and established libra-

ries of "knowledge divine and human" at Boston, New York City, Philadelphia, Annapolis, and Charleston. The Philadelphia-Bray collection is the only one of his efforts which is still intact.

Dr Washburn believes in using books. He goes so far as to be willing to have them lost or stolen provided they are in use and have not broken up a set. In the early days of Bray's venture in Philadelphia, so many books on chirurgery failed to be returned that the result was that Philadelphia became the medical center of the United States. Just so powerful is knowledge set loose.

Many of the facts given out in Dr Washburn's talk were hidden until 1911 when they were first made public in a research thesis by Austin Baxter Keep.

An inspection of the Bray books, the old church records and silver and of the church itself followed the talk.

### National Book Post

In the argument for a separate classification for books in the mail before the Congressional committee on the post office recently, the following was pointed out among other things:

It is especially to be emphasized that such a bill would only bring back to its original theory of postal use the laws on postal rates, for up to 1912 Congress had always recognized the importance of the circulation of print, and it was only when parcel post was established that books were removed and put in the same class as other merchandise. It is also decidedly worth notice for those who may think that books in circulation are mostly fiction, that fiction comprises only seven per cent of the titles and 15 per cent of the total volumes of books published. It is equally true that books ordered by mail and by special order are for the most part books of informational or educational character, and the burden of the high postal rate falls largely on people who are distant from book centers.

The National Education Association will hold its annual meeting at Minneapolis, Minnesota, July 1-6. This is the fourth meeting of the N. E. A. in Minnesota.

### Interesting Things in Print

The Boston public library has issued a *Brief Reading List* on Unemployment, selected references to recent books and periodicals.

*Cotton Textile Bulletin* for March contains some items on a variety of things interesting on the subject of clothes.

The February issue of the bulletin of the New York public library, *Branch Library Book News*, is devoted to a selected list of books on heroes.

The February issue of the *Missouri School Journal* has an interesting article describing the service which the St. Louis public library gives to the schools of that city, by Dr A. E. Bostwick.

The *Boston Daily Globe* of February 6 has a most charmingly written appraisal of the Athenæum and the influence it has exerted on the growth of the city under the title, *The Parent Hive*.

*The Yale Alumni Weekly*, for February 24, contains a description, illustrated, of the new Sterling Memorial library as it was presented at the alumni day, February 22.

A fine article on county library service by Julia W. Merrill, which appeared in *American Farming* for March, has been issued as a reprint. The article was commended in the editorial columns.

A new and enlarged edition of *Rural Library Service* handbook is among recent A. L. A. publications. It is intended for use by rural leaders and was prepared by the Committee on library extension.

*Library Service*, of the Detroit public library, for February is devoted to biography. The month of February held 10 birthdays of notable Americans while the balance of the year includes the centenaries of Bunyan, Goldsmith, Ibsen, Rossetti and Tolstoi.

The Gold Star list of American fiction, 1821-1928, contains 500 titles classified by subjects with notes. This is issued by the Public library of Syracuse, N. Y., which will be glad to receive orders for the same. The list is well known to librarians who will be glad to have it for the small sum charged, 25 cents.

The Public library of Boston has issued "A condensed guide to the use of the library" which gives definite directions as to the location of the library itself, the location of departments within the building, directions as to the use, and general information as to the contents. A list of the special departments and the location of the branches is also added.

A second edition, revised, of the Al-cove list of the Pratt Institute free library, Brooklyn, N. Y., has been issued. The original list has been out of print for some time and this second edition brought up to date will receive a welcome. The list is arranged alphabetically and the collection is intended to demonstrate the great writings of all ages—such books as may properly be termed classics. Sent for 25 cents.

An account of the exercises at the opening of the main building of the Free library of Philadelphia on June 2, 1927, has been issued in a beautiful book by the library. The volume is a wonderful bit of good book-making, illustrated with photogravure views of various parts of the building, and the story is one that will long remain a matter of satisfaction to the citizens of Philadelphia interested in the library. A notable fact is the distinctive quality of the occasion, and the dignified appropriate addresses made by those concerned with the dedication. Their story is historical and has a glow of satisfaction and natural pride in accomplishment which is entirely free from straining for effect or bombast—something that often mars similar publications.

A book for the children's shelves in both school and public libraries is the volume *Special day pageants for little people* by Marion Kennedy and Katharine I. Bemis (Barnes). This is a volume used in the *Pageants with a Purpose* series of which Dr Linwood Taft is editor.

The pageants in this little volume are based on historical events of interest to even the youngest pupils, and "each pageant is based on educational and psychological principles." The rhymes used with the pageants may be used as single recitations. Each carries in it an impressive theme. Directions for costumes and presentation are ample, covering entirely the simple presentations which are intended. There are exercises for 22 pageants. In addition to the ordinary Lincoln's birthday, Washington's birthday, Memorial day, Independence day, Labor day, Thanksgiving and Christmas, there are delightful little pageants for Mother's day, Father's day, Armistice day, Red Cross exercise, New Year's day, St. Patrick's day, and others for which material is not always easily found. The one on Constitution day is particularly commendable, where the group of American children receive various groups of immigrant children with a pretty ceremony and verses that cannot fail to be impressive for the children.

Two specially good new books for children are on the market. *Wonder tales from Pirate Isles* by Frances Jenkins Olcott shows that indefatigable teller of tales growing in grace and in interest. This is one of the best books she has done and that is saying a good deal. As a group of shivering captives is given a fighting chance for life, each tells such a marvelous tale that gripping interest mounts higher and higher till sheer exhaustion of exclamations takes one's breath. It is good fun clear to the end when "what happened to that pirate crew is still an open question."

A splendid idea is the addition of a "Tiny history" and a "Tiny dictionary"

in which are given explanations and definitions of terms and names that give real information worth knowing by everyone. Names of good books with descriptive notes telling of all the places and things are woven into the "Tiny history" for children of various ages. The illustrations by Herman Rosse add a real Malay touch to the volume as well they may, Mr Rosse being a Dutch illustrator who lived a long while in the land of East Indies pirates. The book jacket is a prize of the same kind as was the jacket of the *Tales from windmill lands*.

Miss Olcott has edited another interesting group of stories, *Canute Whistlewinks*, by Zacharias Topelius, the Hans Christian Andersen of Sweden and Finland. From a translation by C. W. Foss, she has made a selection of fascinating fairy tales, fantasies, legends and studies of child life in Finland and Lapland which will surely be a source of wonder and joy to children and older persons who retain the child's heart. The breeze of the northland can be felt in looking at the illustrations by Frank McIntosh.

Dr Douglas A. Thom, director of the Division of mental hygiene of the Massachusetts department of mental diseases, has been awarded the medal for the best book for parents published during 1927. The medal, which is presented by *Children, The Magazine for Parents*, is awarded for Dr Thom's book, *Everyday problems of the everyday child*.

Last year the first award of this medal was made to Angelo Patri for his book, *Problems of childhood*.

The medal is the work of Miss Jessie Gillespie, and the inscription reads *Puer melior—civis optimus*—The better the child, the better the citizen.

The Public library, Newark, N. J., has issued a postal-size folder entitled *Guide to new-comers on the junior staff*. A note states that the guide originated with a gathering of the junior staff who met to decide suggestions for new-comers, December, 1927.

The Public library of Schenectady, N. Y., has issued a list of foreign stories in English from the French, German, Hungarian, Italian, Polish, Russian, and Scandinavian. A list of miscellaneous translations is also included. Among other lists is "100 good novels, English and American."

Practical Arts Publishing Company, Elizabeth, N. J., has issued a series of industrial arts tests as used by Charles D. Partrick in the Horace Mann junior high school, Bayonne, N. J. The tests are intended to measure the information boys possess at the beginning and at the close of a course. The material relates to tools, materials, and processes in wood-working and wood finishing.

Periodicals for the small library, by Frank K. Walter, has been issued in the fifth edition which has been entirely re-written. The purpose of the booklet is always to help librarians select periodicals from a variable field for their libraries. "There appears to be a marked tendency toward independent selection based on intelligent study of local needs—a consummation devoutly to be hoped for." Even so, an examination of the lists here included and the reasons for taking some and leaving others ought to make it easier for librarians to choose, and with a larger assurance of satisfaction when the choice is made.

A recent volume in the University of Chicago sociology series is a volume entitled *Suicide*, by Ruth Shonle Cavan, Ph. D. The author calls the book "a study of suicide in relation to social and personal disorganization." On this subject, students have found little material in Europe, and almost nothing by English and American writers. Dr Cavan had made a wide survey of source material and statistics with analyses of individual cases from which she has made a comprehensive volume for those interested in the study of human nature, however gruesome it may be for the ordinary reader. The 333 pages are supplemented by a questionnaire blank,

some dozen pages of bibliography and a close index to all of them.

The first supplement to the Fiction section of the *Standard Catalog* series, 1923, has appeared. It is a list of 558 of the best novels for public library use. This decision excludes some novels interesting to students of literature and includes some whose permanent worth is open to question. "Such a list . . . must be modified by each library according to its needs."

The list is cataloged by author and title and annotated quite fully, in such a way as to give an ethical basis for judgment as well as an appeal to literary taste. A splendid tool for librarians far from book centers. Corinne Bacon is the compiler, assisted by leading authorities in various libraries.

The *Standard Catalog* for public libraries is issued in subject sections and is kept up to date and is sold by subscription by the H. W. Wilson Co.

"How was Book Week?" asked one fair passenger of another, the former having been absent from the city.

"Oh, just grand. It was such an education. I met that big author, you know who I mean, and he was just wonderful. And that woman that writes for the magazines and everything, I talked to her. You'd know her if I could think of what she's written. And I met a lot of those big writers—you'd know who they are, they've all written just scads of things. I can't remember the names, but you know, dearie. It was marvelous."

"I wish I'd been there," sighed the other.  
—*Christian Leader*.

### For Distribution

Catalog of the Avery Architectural library, a memorial library of architecture, archaeology and decorative art, N. Y. 1895. 1139p.

Columbia University library has a number of copies of the catalog on hand and will send a copy, so long as the supply lasts, express collect, to libraries that make request for one.

Would not a spring exhibit in the library, of books recommended for school promotion rewards, and for high school and college Commencement gifts, be appreciated by people?



## Library Schools

## Carnegie library of Atlanta

The class and faculty attended the fifth annual Charter day dinner of Emory University on the evening of January 25. It was of particular significance to the Library School, since it was the occasion of the announcement that beginning with the present class the degree of bachelor of arts in library science would be conferred by Emory University upon those completing the Library School curriculum.

With the second semester the students are having the usual program of practical work giving them an opportunity to observe and to have experience in the activities offered by a city library system and a university library.

A very busy class room, and "work shop," was transformed one evening in February into a place of festivity. An evening dinner followed by appropriate games celebrated St. Valentine's Day. The students were the guests of the faculty and library staff.

On March 7, Ernest Boyd spoke to students and invited guests on the subject "Dreiser, Cabell, Anderson and other contemporaries."

The week of March 12, Charlotte Templeton gave her lectures on library buildings, with a special lecture on the Greenville public library.

Miss Barker and Mrs Davis in February and March visited colleges of the South for the purpose of bringing before the students the subject of library work and the opportunities for professional training.

Mary Vick Burney, '20, formerly in the Bureau of extension, University of Texas, is librarian of the Junior College, University of Tennessee, Martin.

Laura Anne Hall, '12, is assistant in the Carnegie library of Atlanta.

Alice Macy, '21, formerly in the Public library, Lakeland, Florida, is at present an assistant in the Alabama Polytechnic Institute, Auburn, Alabama.

Mrs Vera Southwick Cooper, '14, enrolled in the Graduate library school, University of Michigan, will be a member of the staff of instruction in the department of library science, University of Michigan, for the summer session, 1928.

WINIFRED LEMON DAVIS

Principal

## Carnegie library, Pittsburgh

Four lectures in library publicity were included in the administration course during February. These lectures were required for all students and were given by Mrs E. H. McClelland, formerly branch librarian and later special assistant in charge of publicity in the Carnegie library.

The one-credit course in child psychology, required of students in the course in library work with children, is being given by Dr Jesse H. White, University of Pittsburgh.

The scholarships were awarded this year as follows: The Nina C. Brotherton scholarship was awarded to Elizabeth B. Mendenhall, and the Trustees scholarship, for highest scholastic standing, to Ruth Schoenberger.

FRANCES H. KELLY

Principal

## Drexel Institute

The class had its program varied this term by attendance at the library institute, held in Philadelphia, February 20-25, under the auspices of the A. L. A. and conducted by the School of library science. The institute gave the students an excellent opportunity to hear the leaders in the profession discuss problems affecting different types of libraries.

The class also attended the annual meeting of the Pennsylvania library club and the New Jersey library association, held at Atlantic City, March 9-10.

The second term, ending March 16, was followed by two weeks of block practice work, during which the students were scheduled in libraries outside of Philadelphia. Practice work of the term had given the members of the class opportunity to observe the workings of various school, branch and special libraries in Philadelphia. Each student has also been scheduled for work in the Public Documents division of the Free library of Philadelphia.

The class acted as ushers at the meeting of the Pennsylvania library club, held at Drexel Institute, February 20, when A. Edward Newton spoke on The book and its binding.

The Summer school for school librarians will be held July 2 to August 10.

Helen Harris will be in charge of the school, with Ruth Fitzgerald, of the Central Missouri State Teachers' College, and Vera Dixon, supervisor of school libraries, Des Moines, as assistants. The school is open to school librarians, teacher librarians and teachers who wish to engage in school library work.

MARIE HAMILTON LAW  
Vice-director

#### Pratt Institute

Among the extra curriculum activities during the past month have been visits to the Chivers bindery, to the Morgan library, and to the 135th Street branch of the New York public library. The latter came as a sequel to Miss Rose's lecture on the relation of her branch to negro Harlem in which it is located. She arranged a program of music and speeches by people of the neighborhood (Paul Robeson among them), and asked as guests the library schools and training classes of Greater New York.

Other recent lecturers have been Carolyn F. Ulrich, chief of the periodicals division of the New York public library, who spoke on the place of periodicals in library work, and Margaret Jackson, librarian of the Hoyt library, Kingston, Pennsylvania, who gave a meaty talk on small town libraries. Mrs Florence Adams Allen, '13, librarian of the Newtown high school, gave the talk on high-school libraries that has been given for many years by Mary E. Hall. To ask anyone to take Miss Hall's place was indeed asking a great deal, and we were very grateful to Mrs Allen both for undertaking it and for the excellent result. Lily M. Dodgen, librarian of the State normal school at Trenton, who has presented normal school libraries for several years, spoke on March 5.

An exhibit of the 50 best printed books of the year and of printing for commerce was opened last week in the Art gallery of the Pratt library by a meeting, attended by our school and by students of the Art department.

JOSEPHINE ADAMS RATHBONE  
Vice-director

#### St. Louis public library

For several years it has been the policy of the St. Louis library school to enrich the curriculum during the second semester by bringing in lecturers who are specialists in some particular field.

In accordance with this plan, Effie L. Power who is writing the A. L. A. textbook on work with children, and Lucile F. Fargo who is preparing the one on school library work, spent several days with the School lecturing on their respective subjects.

On March 5, Sarah C. N. Bogle lectured on the work of the Board of education and on Library training in Europe, with special reference to the work of the Paris library school.

Cecile Pajanovitch, a graduate of the school and at present librarian of the Jackson laboratory of E. I. du Pont de Nemours and Company, Wilmington, Delaware, addressed the class on February 15, on Special libraries, with particular reference to her own library.

Kathleen Adams, '24, accepted an appointment last September as children's librarian in the Los Angeles public library. Miss Adams is joint editor of two works, the Book of giant stories, 1926; the Book of princess stories, 1927, and writes that she and Frances E. Atchinson of Public library, Evansville, Indiana, are at work upon a third compilation.

Hazel Shiring, '15, resigned her position as first assistant, Cabanne branch library, St. Louis, to join the library staff of the New York Academy of Medicine.

Arvella Vorbeck, '22, has recently joined the staff of the Ventura County free library, California, as catalog assistant.

Sylvia A. Noffsinger, '27, is now reference assistant in the periodical and document department of the University of Iowa library.

Margaret Pease, '27, has been appointed librarian of the Carnegie library, Escanaba, Michigan.

MRS HARRIET P. SAWYER  
Principal

#### Syracuse University

On the evening of February 15, the faculty and students held a "housewarming" in the new school rooms with the local alumni of the library school as guests. After the program, a tour of inspection was made to see

the changes which have been made this year.

The series of Tuesday evening round-tables with members of the faculty in charge are continuing. Attendance is voluntary. On alternate Tuesday evenings, Professor Rowse will talk informally on the history of books and bookmaking; the remaining evenings will be devoted to discussions of new books, a meeting of the board of trustees of the "project library," the librarian's library, children's books of 1928, and prints and illustrations.

A mantel clock, the gift of Pi Lambda Sigma, has been added to the furnishings of the library school room.

Ruth Vincent, '28, has been appointed to the staff of the Buffalo public library.

Marjorie Wheaton, '28, has been elected assistant city school librarian at Oswego.

Mrs Edward Owens (Catherine Rogers, '22) is an assistant in the catalog department of the Syracuse public library.

WHARTON MILLER  
Director

#### University of Washington

The University of Washington library school class of 1928 has five Phi Beta Kappa students. Four were elected this year: Rose Cohen, Loeta Lois Johns, Katherine W. Hughes, and Eloise R. Johnson. The fifth is Hortense Binderup (Washington '26).

Amy Van Horn, '27, was married at New Year's to F. E. Metz, of Seattle.

W. E. HENRY  
Dean

#### Western Reserve University

The course in "The Book Crafts" began with the second semester. Otto F. Ege, of the faculty of the Cleveland school of art, is giving the course on the Origin and development of printing, heretofore given by the late Professor Root of Oberlin college. Binding and repair of books is given by Miss Stiles of the National Library Bindery, Cleveland.

Certain elective courses are offered during the second semester, including practical psychology, by Prof Grace P. Rush of the College for Women; public speaking by Katharine Wick Kelly of the Cleveland Playhouse; high-school libraries, by Edith L. Cook, li-

brarian of the East Technical high-school library; Special types of libraries, by librarians from several representative special libraries; advanced cataloging and subject bibliography, by regular members of the faculty.

Alice M. Jordan, supervisor of children's work in the Boston public library spoke before all the students, February 23, on Magazine reading for young people, revealing the wide use of magazines not found in libraries; in the afternoon she gave a talk to the members of the children's courses on Children's stories of New England.

Frances Kerns, '21 (Sr. Ch. course) was married December 27 to George L. Martin of Cleveland.

The death is recorded of Alberta Ray Stone on February 7. Miss Stone was a student in the senior children's course, 1922-23, and was children's librarian in the Public library, Missoula, Mont.

ALICE S. TYLER  
Dean

#### Summer schools

A course in library methods, particularly for schools, will be offered at the University of Oregon, Eugene, June-July.

A school library course will be offered by Temple University, Philadelphia, June 2-August 11. Both elementary and advanced courses will be offered. Credit will be given for suitable work done.

A course in library work at Louisiana State University will be offered beginning June 13. The course is designed for those already in library work in the state, and to cooperate with the state department of education in its plan to have a librarian in every accredited high school.

The State University of Iowa, Iowa City, will hold its regular session of summer library school, June 11-July 21. Further information will be given on application.

Summer courses in library science at the University of New Hampshire, designed primarily to help those already in library work or those preparing to enter school library work or the small public library, will be offered June 25-August 3.

### Training for High School Librarians

The School of library science at Western Reserve University is planning to offer next year a new course of interest to young women wishing to specialize in work with young people. The aim of this course is to provide training for Senior high-school librarians and also to provide for specialized training in work with people of teen-age in public libraries.

The course as outlined will include the basic instruction in technical subjects which are necessary for all trained librarians, in addition to which there will be instruction in those subjects which are especially adapted to high-school library work and work with young people.

For the high-school librarian, special attention will be given to Book-Selection in the high-school library and the adaptation of books for reference purposes. Methods of giving instruction in the use of books and libraries in connection with the class work or as part of the curriculum of the average high school, will also be given careful consideration.

For the worker with adolescents, a course is planned for the study of types of literature of interest to young people of teen-age; to discuss standards in book selection; to read and analyze the appeal of worth-while books; to discover thru class discussion, methods and devices which may be used to stimulate reading interests.

The fact that the Cleveland public library maintains a highly developed system of school libraries offers an unusual opportunity for actual observation and practice in the administration of the high-school library. Supervised work in school libraries, the Stevenson room at the Main library, especially equipped for young people, and in young people's rooms in branches, will supplement class instruction. There will be round-table hours for informal discussion of problems relating to these two types of work.

Those wishing to enroll for this special course should have a bachelor's

degree from an approved college or university and the same general qualifications governing enrollment in the general course. Preference will be given to those who have had creditable library experience or who are now engaged in the work of a high-school library. This course is to be offered in September 1928, provided that the recommendations of the Faculty to the Board of Trustees are adopted.

Write to the dean, Miss Alice S. Tyler, for further information.

Should a librarian become a Rotarian, a Lion, or a Kiwanian? This, we take it, is the concrete issue underlying a question recently discussed at a midwinter meeting of librarians of large public libraries. The precise question, as stated in the American Library Association *Bulletin*, was this: "As a public servant, is it wise for a librarian to identify himself with one club of his choosing when that bars him automatically from representation in other clubs?" In the discussion of this query, Purd B. Wright of Kansas City said that contacts with business men can best be made thru their clubs. He suggested that if possible, the librarian should be an honorary member. Arthur E. Bostwick of St. Louis held that it is not necessary to belong to a club in order to establish the proper contacts with members. Such contacts may be established by the librarian's always holding himself in readiness to speak before any club when requested. On the whole, this seems the safer course. It is unfortunate that public librarians should be forced to forego the intimacy of contact and influence which accompanies membership in a club-group, but when this intimacy can only be had on terms which exclude him from favor with other club-groups, the price is too dear for the public interest.—*The Librarian in Boston Transcript*.

Culture is the art of life. Culture broadens, deepens, quickens the current of life—*Bennett*.



## Department of School Libraries

*Getting an education is learning, not being taught.—J. C. D.*

### The Opportunities of the School Librarian<sup>1</sup>

Mary Eileen Ahern, editor, *LIBRARIES*,  
Chicago

I want to discuss with you, and please do not forget that discussion must have at least two sides, some of the things that, it seems to me, school librarians must not forget in their more or less strenuous life among those who may be imbued with the idea that to gain knowledge is the whole duty of man and whose definite, sometimes inelastic, ideas of how that knowledge is to be gained defeats the very purpose with which they start out, forgetting the saving truth that what we make young people like is far more important than what we make them learn.

One of the most unwarranted statements that pass over the lips of men is, "After I finished my education, I did so and so," or, "I was educated in the East," as if education was a finished product that could be obtained in exchange for so many years' perusal of a curriculum or be attested by the signatures of eminent persons upon a roll of parchment after a spread of Latin sentences.

Sir Robert Falconer, of the University of Toronto, in speaking of the library as an educational institution called it the higher university and stressed the point that education was never a finished product. Nicholas Murray Butler, while a living example that great men do utter nonsense now and then, nevertheless at other times thrills his hearers or his readers by uttering anew in a gripping fashion profound truths which sometimes have become misty in the cloud of steam that is exhausted in the hurry in the educational world to get on. In a recent address to the academic students of Columbia University, Dr Butler said:

We do not find it easy to learn the lesson which all growth and all change teach, namely, that the one most important thing is to seek and to apply those standards which enable us to distinguish the permanent from the fleeting, the everlasting from the continually changing.

There still exists a widespread misunderstanding of the whole process that we call education. There is a popular notion that somehow, somewhere, and at some time it is formally begun and then formally finished. Nothing could be further from the fact. It is a constant and continuous adjustment of human organism to human environment, to the end that the human organism may be enriched and perfected and the human environment understood, penetrated and advanced by persistent and lofty human effort. The only difference between the educational process in infancy, in adolescence and in mature life is that the human organism constantly strengthens its powers of resistance and constantly increases its powers of control. Intelligent occupation itself is as much a part of the true educational process as is study in classrooms, in library or in laboratory.

... Education worthy of the name holds to the profound and fundamental truth that human experience has already come a very long way from its crude and simple beginnings and that what has been gained so painfully and at so great cost thru the long ages, each new child is entitled to be helped to know, in order to shorten the time that he is to be enslaved to ignorance and in order to lengthen the time and to strengthen the weapons in which and by which he is to gain true knowledge and use it. Information is the raw material of knowledge, and knowledge is the beginning of wisdom but not more than that.

Teachers specially, and librarians more so, need to ask and find for themselves a satisfactory answer to the question, Why learn to read? Much might be said by those who have essayed to teach reading as a mere pronouncement of words, but I maintain the chief, if not the sole, reason for learning to read is to find out what is in the world. On this line of reasoning, the art of reading is a most contagious thing. For learning that one thing exists, leads to the knowledge that it is related to another, and another to that—always the basis of one thing is the reason for another.

<sup>1</sup>Read before Library section of State High-school conference, University of Illinois, Urbana, November 18, 1927. Printed here by request.

If we think accurately and logically about anything, we must know in diverse directions the things that have gone before.

One of the surprising things that stir the minds of those who have been a long time in the field of active library service is the ever new interest that constantly appears among school people as to the educational possibilities to be found in the ever-widening area of the use of books. But such a meeting as this shows that there is only a remnant here, another there, not yet entirely consumed, of the old belief that books belonged to the erudite, to some in the old-time leisure class, which latter is fast becoming only a tradition, and as ornaments to that other fast disappearing American antiquity, the parlor table. But today those who for 30 or 40 years have been preaching "the mission of the book," who have seen and therefore believe that no other educational agency is so potent in arousing, arresting and stimulating the mind as to the facts of life, as intelligent everyday use of good books, seeing interest as in a new idea, the new adjustment to meet its requirements and the wonderful results that are rapidly showing themselves because of this better understanding, are almost ready to say, "Now let thy servant depart."

A little serious study will show that the unfolding development of the mind of a child in the use of books may be likened to that of the race itself. Since the world began, we are told, the cry has been, "Tell me a story, sing me a song," and in one form or another the cry has been answered. Let us look for a moment at the analogy. In the infancy of the human race, gardens, flowers, birds, music, songs fed the minds and souls of them. The needs of the body were met by the natural plenty that was to be had for the gathering. Then began a wonderment as to what was beyond the range of the unknown, who did these things which were happening—the rising of the sun and the going down thereof. The

clouds—who or what moved them? The winds—whence came they and whither did they go? The colors, shape and fragrance of the fruits and the flowers, *why* as to all of these? Were there other peoples than those one saw around them? Growing curiosity, born of these wonders, moved the observing to go afield, to see and know, if possible, what was just beyond the garden, and round about. Certain of what they saw and heard and knew, yet meeting the limits of their knowledge, they paused to tell the stories of their experience, and thus grew up the legends, the sagas and folklore.

These things brought with them a challenge to meet face to face the mysterious beings who lived beyond the garden—and human migration began. We know that they met other people, perhaps in friendly fashion at first, but certainly not for long as human frailties developed—selfishness, covetousness, anger, disappointment, discouragement and revenge—and so the clash of conflict arose with one or the other contestants defeated, leaving the conqueror to go on with his quest for what was beyond. The situation thus developed brought necessity for weapons and means of defense and transportation, for storage, for communication, for exchange, barter and trade, for all physical requirements, and soon for ornaments and luxuries. Thus the story trails from the Tigris and Euphrates always westward, following the sun in a vain endeavor to catch up with his nightly abode, till "round the world the road has run" and now, back in the land of the beginnings, explorers, archeologists, men of scientific turn of mind are lifting the screens laid down by the ages.

This outline, I know, would not meet the approval of the department of science in this or any other university, but if challenged, I may reply in my own words and method, it is a hypothesis, merely a scaffolding on which I wish to build the theory of my contention that the development of the mind

of man in literary taste, in the use of books, follows the development of the race.

"Tell me a story, sing me a song." How easy of fulfillment this in that fresh new world of nature, so full of poetry and beauty in the music of home and contentment, of peace and of love! I imagine the desire for song came first as an expression of enjoyment, of satisfaction, of love, and so we have in days of normal babyhood, caressing lullabies, fond care and brooding affection from all about it, the consciousness of it all leading to joy in the color and the fragrance of flowers, the music of the birds, the love of the household animals. All of this led to the awakening of the soul and mind to the second period when the lilt of the rhymes of babyhood opens the curiosity of the little child, his mind beginning to wonder as to how it all came about. Then the fairy tales—misty, beautiful, satisfying—turn the baby questioning to answers that satisfy by legends of lands on the borderline of fact and fancy, nature stories, real stories that drop here and there a truth that germinates shortly, pushing aside the shell of fancy, leaving qualities of hope and courage and belief in all things good.

They begin to see a dim outline of what lies beyond their own home, town, country. Travel stories and books of a kind suitable to the *individual* child, follow, and because of his own past experience he is ready to join his real experience to that of the writer who, in every case is by destiny set to the task of leading out from his environment the one who understands, to join in the quest of finding the just beyond.

At this time, there comes into the mind of normal youth that natural and inevitable desire for "a bluggy book," a desire that can be satisfied harmlessly by careful adjustment, putting before them the stories of actual conquest—of the growth of man mentally, morally and spiritually by the blood of the saints spilled in the causes that were worthy in their day, in exploration, in

sufferings of experiments, of settlements, in defense of the weak, in upholding the principles of liberty of life and conscience—here are "bluggy" tales based on truth whose sifting thru the youthful mind, not yet polluted by the gaudy flashes of miasmatic falsehood, paper heroes and impossible conquests, will bring a respect for the past and a sense of obligation to preserve unsullied their inheritance as an heir of all the ages.

A clear realization of all these things, which will come thru a knowledge of them from the pages of the books, will bring the youth of today in all the world to a firmer foundation for the period of formal study that the secondary and college years demand, with an equipment from a perfectly natural accumulation of knowledge and inspired curiosity, without which the years in the circle of what is called higher education will be a round of stumbling, shuffling steps in a wasting effort to "get thru."

Just as the human race, having reached and acquired the land beyond, and choice or distance from settled regions made necessary, or led, "to making things," so the next step in reading leads youth to want to fashion with his own hand, and his inclination turns to books showing "how to do it so it will work," producing in turn, as did the early forbears, the tools for work and instruments for sport, and on to the end of the chapter.

Such reading gives deeper intelligence and more rational ideas of the meaning of life. Independent thought fostered in this fashion, by reading on subjects natural to the period, acquires strength and leads to ramifications that no formal lessons learned by rote ever has or ever can give. Dr Mason of the University of Chicago not long since defined a poor lecturer as one who brilliantly amused his class and left them so satisfied with his glib presentation of glittering generalities and textbook statements that he aroused no curiosity on the part of his students to pursue his ideas further. A good lecturer, he

maintained, was one who, tho he stammered, perhaps halted in bringing forth his ideas forged in the heat of investigation and experiment, left his students with a stimulating curiosity that carried into the library and laboratory, made a reader and finally a scholar. Different men, said Dr Todd of Northwestern University, are different, not because of the construction of their heads but because of what, and how much, goes into them in such a way that it comes out in productive thinking. And to library service he assigns the task of developing the process by which the minds of one generation shall be fertilized by the recorded thots of those who have gone before. The squirrel and the elephant pursue their different ways of life as did the first squirrel, cracking a nut or hiding it for winter, the elephant, using his trunk for the same identical purpose as did the first elephant. But in the life history of the highest animal—man—we find each generation standing on the shoulders, as it were, of his piled up predecessors, going on from the highest point of the latter's achievement to larger and different development, or falling back so far as he lacks the stamina, mentally, morally or physically, of his forbears.

One can not help but deplore the elevation of minor values in school reading and the neglect that attends profitable reading from the grades up. I firmly believe that library service must bear a large share of the blame when so many young people at the beginning or elsewhere in a high-school course are caught by the desire to leave school and go to work. No other cause is so strong in keeping young people in blind alley employment as their lack of knowing a few good books dealing with not only the kind of labor they perform but also touching their relation to their fellow men and the community in which they live.

The personal work of a high-school librarian, it seems to me, is the next most important factor after the curriculum, and sometimes I have thot that a real librarian in such a position can

be of more assistance to a student in finding himself or herself than can the teacher and the curriculum combined, and this is not always the teacher's fault. The teacher has a certain field to cover in a certain time for a class of 50 or more, not all burning up with a desire to achieve, but rather with only a few here and there who are really interested in finding out about all these things.

The librarian of a high school should have only supervisory duties over the technical and clerical work of the library, should have a staff of sufficient size and equipment to care for such things, leaving the librarian time and opportunity to meet and lead the students who are "sent to the library" too often without a real inclination to come or to find out for themselves. These are they who need the gift the real librarian has to bestow for the which she has studied and hoped and prepared, and which she better than another can use where it is needed, provided she is allowed the opportunity.

It has been urged that the goal of the schools be to fit their pupils to earn a living. This demand ignores real education. The aim should be character not livelihood. The school should fit its pupils to live a life, not merely earn a living. A well-lived life always earns a living. The school should teach handicraft to develop the intelligent and moral use of the hands, teach science to place the truth in its proper relation, teach history and geography not to make commercial travelers but to enable the pupil to look out over the whole world and see it crowned with life and beauty. This much it must do before the idea of work arises, else the incentive to real living will fail to materialize.

Modern life today is most concerned with productivity. Whatever activity presents itself, social, industrial or intellectual, the main inquiry is concerned with what will come from it and the measure of one's own satisfaction as well as that of the world



around him, lies in the results he can show from what he has done. It is even so in the most profitable financial enterprises of the day.

One's ability to think intelligently marks the success with which he performs his work from government down, or up. Someone said not long since that the trouble in American democracy today is that the country was trying to run this government on a sixth grade democracy. Do you not see the truth of it all around you? Well, I can show you a great municipality not run decently and successfully by a product of a seventh grade public school. The same speaker, after pointing out that men in industry were trying to learn more thru what is termed Adult Education, said only the taste for knowledge that may be created in school libraries by connecting books and living, giving the power to hold or get a better job, can turn the trick. It can hardly come in later life.

And here is another phase of responsibility. The school library in its work with students, young or old, should turn the instinct of possession, which is in every human being, toward the ownership of books and above all to a judgment as to the value of these possessions. Here is where valuable work can be done with parents—perhaps thru Parent-Teacher associations—by emphasizing the principles of evaluation that are observed in buying good books for a personal library—not large but selected. The same good books do not appeal to everyone, so here again the personal element must have special attention in choosing books for the private library of young people. A private library is one's own chosen book friends and should not be chosen carelessly any more than one's personal friends should be.

One of the phases of what is termed the new idea in college work could and perhaps should have a place in upper classes in high-school. The teacher presents a subject in such a way as to inspire what President Mason calls divine curiosity and then sends the stu-

dent to the library to find out the details and applications and really to know when he has done so what it is and what it means to him. This has been the manner of the scientific teacher and the method of the laboratory always, and if the college student is coming to be treated in this way, surely there must be some place where he can learn the how and the which in the use of the library books—something, as is reported by the majority of college librarians, the freshmen and sophomores do not know. This work well done will help many a student to learn from books what it is he was intended to follow as a vocation. One hears everyday of the one who finds too late the thing he should have liked better to have followed as a calling than what he did choose—a farmer instead of a preacher, a writer instead of a doctor, a sculptor instead of a book-keeper. "He knows not and he knows not that he knows not. He is asleep! Wake him!"

Jesse L. Bennett, in his address "The Modern world and its outstanding characteristics" before the Illinois library association not long ago, said:

Men have wandered aimlessly all over the world not understanding what they were seeing, not knowing that they were passing near famous and wonderful places easily accessible. Do not endless men and women wander aimlessly, without plan or direction, in that world of knowledge contained in the books on the shelves of your respective libraries? Once you can convince those who come to you that knowledge is orderly and to be acquired without pain; once you can give those who come to you general orientation; can steer them away from dull books, from aimless, undirected reading, can associate books in their minds with the ideas of zestfulness, growth, adventure and guidance I think you will find more books being used and the general level of American culture rising.

Men want knowledge. They want it with the same passion they want food. Someone has well said that men remember the source of a stimulating idea as well as they remember the source of palatable food. I stand here with a plea that intellectual food deliberately and consciously be made more palatable to the people of a vast, wealthy new democracy by those entrusted with its custody—the librarians!

### A Junior High School Booklist

Made by the 9A pupils in the Taylor Allderdice junior high school, Pittsburgh, Pa.

One hundred seven 9A's in the new Taylor Allderdice junior high school in Pittsburgh report that during their seventh, eighth, and ninth grades they have completed 3892 readings of the 892 books in the *Reading List* for the Pittsburgh junior and senior high schools. This reading list, prepared by a committee of Pittsburgh high-school teachers appointed by the superintendent of schools, is the only authoritative one from which books may be chosen for supplementary reading, outside of study in English. Teachers may encourage the reading of books other than those in this list, but the supplementary reading, of which a record is kept, is taken from the books assigned.

Among stories Jack London's and R. L. Stevenson's lead, while Shakespeare's plays continue to be popular.

The 26 books read with the highest number of readings are:

1) Books studied in the class room with number of pupils reading them:

H. W. Longfellow—Evangeline, Hiawatha, and the Courtship of Miles Standish, 53  
Sir Walter Scott—Ivanhoe, 60  
Lady of the lake, 58  
William Shakespeare—Julius Caesar, 42  
Merchant of Venice, 41

2) Books chosen from the *Reading List*

Jack London—Call of the wild, 53  
R. L. Stevenson—Treasure island, 48  
Lewis Carroll—Alice's adventures in wonderland, 45  
Mark Twain—Huckleberry Finn, 45  
Tom Sawyer, 44  
William Shakespeare—Midsummer nights dream, 40  
Rudyard Kipling—Jungle book, 40  
Alexandre Dumas—Three musketeers, 40  
L. M. Alcott—Little men, 39  
Little women, 38  
John Ruskin—King of the Golden River, 38  
Charles Dickens—Adventures of Oliver Twist, 36  
Saavedra Cervantes—Don Quixote, 36  
Mrs Mary Dodge—Hans Brinker, 35  
Daniel Defoe—Life of Robinson Crusoe, 35  
M. R. S. Andrews—The Perfect tribute, 34  
Sir A. C. Doyle—Adventures of Sherlock Holmes, 34

Charles Dickens—David Copperfield, 33  
O. Henry—Ransom of Red Chief and other O. Henry stories, 31  
William Shakespeare—Macbeth, 31  
R. L. Stevenson, Black arrow, 31

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The Bureau of Education has published a circular, Recent publications concerning rural school libraries, which contains some of the leading references relating to rural school libraries since 1920.

### Educational Conference Columbus, April 12-14

Some of the out-of-state speakers, and their topics, at the Ohio State Educational conference are as follows: The outlook for education, President C. C. Little, University of Michigan; Informalism versus institutionalism in education, President Glenn Frank, University of Wisconsin; America—Nation of destiny, J. Paul Goode, University of Chicago; Fitting the customer, William McAndrew, editor of *Educational Review*; The function of the junior high school, John R. Clark, New York University; The personal element in education, Charles Farnsworth, Columbia University; Whither are the social sciences bound?, L. C. Marshall, University of Chicago; Contribution of the county superintendent to teaching as a fine art, Lee Driver, State department of education, Pennsylvania; Making and administering the school budget, A. G. Bell, Gary, Indiana; Character building thru the library, Aniela Poray, library of Northwestern high school, Detroit; When is school library work a fine art?, Mildred Pope, Girard College, Philadelphia.

Florence Curtis, head of the library school at Hampton Institute, Virginia, is making a field trip thru the southern states to study progress and development of libraries in negro colleges.

## News from the Field

## East

Radcliffe College, Cambridge, Massachusetts, received \$5,000 for the purchase of books for its library by the will of the late Professor A. C. Coolidge.

The Public library of New Haven, Connecticut, reports: Registered borrowers, 35,000, about 19 per cent of the population; circulation, 814,612v.; questions answered, 18,264; art exhibits held, 24; classes from grade schools and high schools attending lectures at the library, 90; story-hours held, 150; income of the library, \$118,491.

The Public library of New Bedford, Massachusetts, completed, March 3, 75 years of service. A review of the career of the library with an appraisal of the work it has accomplished in that period, is presented in the *New Bedford Standard* of March 4, with interesting pictures in the photogravure section.

Annie W. Eastman has resigned from the Public library, Flint, Michigan, to become librarian of the Boys' and Girls' library, Public library, Providence, R. I. She succeeds Helen B. Aldrich who has been transferred to the first junior high-school library in Providence. This will be conducted under a coöperative arrangement by the Public school and the Public library.

A gift of between eight and ten thousand volumes of geographical material, which formed the library of the late William Libbey, professor at Princeton University, has been presented as a memorial by his widow, to Clark University, Worcester, Massachusetts. A file of 14,000 lantern slides and a collection of maps are included. In addition, there is a card catalog of all important articles in geography that have been published but have not been included in the collection.

The report of the Boston Athenaeum for the year 1927 is an unusual sample of that always interesting periodical. Statistical points are worth noting: Books, periodicals and newspapers including binding of the unbound, cost

\$19,356; rebinding of old books cost \$571; \$628 was spent for paintings and statuary. An interesting point is that 274v. of fiction, considered of temporary interest only, were placed on the delivery room shelves without being fully cataloged. Number of volumes in the library, 307,717. There are 878 shareholders and 1000 non-proprietors using the library.

## Central Atlantic

Fanny Borden, N. Y. S., '00, has been appointed to succeed Adelaide Underhill, N. Y. S., '90, as librarian of Vassar College.

An effort is being made by the authorities of the Queens Borough public library, N. Y., to amend their library law so that the fees that are now paid as a penalty for overdue books shall be put into pension funds. If the bill is enacted into a law it will affect about 520 employees of the library.

Mrs K. E. Barry, for many years vice-president and director of Chivers Book Binding Company of Brooklyn, has joined the Baker and Taylor Company which has taken over the new book department of the latter corporation and will now supply in Chivers bindings the new books which hitherto have been ordered direct from Chivers. A note from Mrs Barry says, "With a record of 24 consecutive years devoted to the interests of the Chivers Company, I am looking forward with pleasure to the new work."

The Erie public library reports for the year 1926-27 a total of 93,192v. in the library; 220 magazines and 30 newspapers in the reading room; registration, 27,370. Circulation: Adult, 179,989; juvenile, 45,805; branches, 48,783; stations, 1107; schools, 111,224; total, 386,908.

This is a report of the last year of service of the late Mrs Hard. Under her efficient administration, the library grew from an institution of 30,000 to one of 94,000 volumes. The extension department was inaugurated and brought to a high point of efficiency. Probably the most important single

thing that she accomplished was to change the building from a closed to an open-shelf library. She died May 2, 1927, and the library year ended in June. Charlotte E. Evans, Drexel '00, was appointed librarian in her place, and Helen R. Spencer, W. R. U. '23, was put in charge of the cataloging department.

The report of the Johnson public library, Hackensack, N. J., records an increase of work in all the departments; volumes on shelves, 31,914; active card-holders, 6667; circulation for home use, 126,891v. Considerable increase in the use of the reference room is noted. Thirty-one class-room libraries, each consisting of 255 books, were sent at the request of teachers. Population served, 22,000. Receipts, \$18,235; expenditures — books and binding, \$4141; salaries, \$8834. Other expenditures left a balance of \$86.79.<sup>1</sup>

The public library of Hackensack, called the Johnson public library because it has been the recipient of much bounty from former Senator William M. Johnson, is again his debtor for a notable gift. In 1901, Mr Johnson presented Hackensack with a library building, for which he furnished the site, equipping it for its work and contributing also a fund of \$5000 for new books, the gift totaling \$45,000. The building soon outgrew its quarters and in 1915, Mr Johnson added to the library a section costing \$30,000. The library continues to extend its work. Now again it receives from Mr Johnson its third gift. This building known as the Third Reformed church is in a very desirable quarter of the city for the work of the library, and will be altered to meet the needs of the community for a branch library.

#### Central

Natalie T. Huhn, Wisconsin, '21, has accepted a temporary position with the American Library Association as an assistant on the Board of Education for librarianship.

<sup>1</sup> Good financing.

Lydia A. Dexter, an early graduate of New York state library school and for many years a library worker in Chicago and vicinity, died in Chicago in February.

Earl N. Manchester, formerly of the University of Chicago libraries and for the past several years director of the library of University of Kansas, Lawrence, has resigned to become librarian of the University of Ohio, Columbus.

The Public library of Kewanee, Illinois, has received a \$25,000 trust fund, the income of which is to be used exclusively for the purchase of new books. The gift comes from the heirs of one of the pioneer residents of the city, the late Hiram Lay.

The report of the Public library of Anderson, Indiana, shows a circulation of 131,504v.; registered borrowers, 19,486; books on the shelves, 32,382. The library is handicapped in its work for lack of books, especially is the scarcity of technical books used by factory men felt.

A new branch of the Public library, South Bend, Indiana, opened, the evening of March 1, in a part of the city that has grown up in recent years and offers a new field for good work. The branch will be known as the Virginia M. Tutt branch library in honor of the late librarian, deceased, and much interest has been manifested in its work.

The Henry E. Legler regional branch library of Chicago in a recent report shows that its users choose books in 22 languages. There are nine periodicals in foreign languages. The foreign newspapers in the community coöperate effectively with the library. Several members of the staff are ready to assist those who speak only the foreign language.

Dr M. L. Raney will not assume administrative control of the University of Chicago libraries until June 1, but will spend the interim studying other libraries in preparation for his duties. Mr J. C. M. Hanson has been transferred from the acting directorship to



a professorship in the library school to begin his duties in the fall. Edward E. Henry has been elected acting-director of the University libraries, February 1-June 30, to fill the vacancy.

Helen R. Keeler has resigned as librarian of the Public library of Cleveland Heights, Ohio, and will be married shortly. Miss Keeler took charge of the Public library when it was organized and from a library in a school building with a circulation of 70,000v., the library has grown to be a main library with six branches and two stations, with annual circulation of 436,363v. Pauline Reich, librarian of the Carnegie West branch, Cleveland, succeeds Miss Keeler at Cleveland Heights, April 1.

The annual report of the Hackley public library, Muskegon, Michigan, records 18,335 regular borrowers after removing dead registers; population served, 58,412 (Muskegon City and Muskegon Heights); number of agencies—Main library, two branches, four stations, three school branches, four school stations, two hospital libraries, three fire station deposits, one old people's home deposit; number of volumes on the shelves, 87,190; number of volumes lent for home use, 445,484. The library has an income of \$84,185. Its expenditures for all purposes was \$80,642. Comparison of expenditures and work done is to the credit of the Hackley library.

An appeal is made for the erection of an addition to the library building as a remedy for crowded shelves, lack of space, impossibility of opening the entire book stock, confusion and irritation coming from so many readers trying to use the material at the same time. More than half the books borrowed were taken from distributing points outside the main library. Plans for an extension of the building allowing for a special reference room are included in the report.

The annual report of the Newberry library, Chicago, records the acquisition of much valuable literary material during 1927 and that an appreciative

public is making good use of its books and manuscripts. Accessions include about 125v. in ancient history, nearly 900v. and pamphlets on the history of England in the seventeenth and eighteenth centuries, over 700v. on the history and literature of Ireland, and about a thousand items, chiefly pamphlets, to its collection of American slavery, which is becoming one of the most extensive in the country.

The reports of both the president of the board and of the librarian refer feelingly to the death last May of Mr Edward E. Ayer, of Chicago, who in 1911 gave to the Newberry library his superb collection of over 40,000v. on the North American Indian and who continued to take an active interest in it until his passing at the ripe old age of 85.

The library held six exhibitions of rare books and prints during the year, issued five publications, including a checklist of manuscript maps in its Edward E. Ayer collection, compiled by Clara A. Smith, custodian. Many special groups held evening meetings and lectures at the library.

Books added during the year, 9876; number now in the library, 453,599; number of persons recorded as using the library, 52,415; books consulted (not including those on open-shelf collection), 191,128.

#### South

A new State library for Florida was established at Tallahassee in January. This is a splendid opportunity to grow without entangling alliances or the disadvantages of old obligations.

Mabel B. McClure (St. Louis), of Kansas City, Missouri, has been appointed librarian of the Carnegie public library of Enid, Oklahoma, to succeed the late Mrs Jessie Parks.

The St. Louis public library has taken over an abandoned police station which will be altered for a branch library to be known as the Baden branch, Broadway and Hall's Ferry Road.

A bill to establish a state library commission for South Carolina has

been introduced into the legislature under the leadership of Charlotte Templeton, president of the South Carolina library association.

The Public library, Birmingham, Ala., has just completed a new branch library building in the suburb of East Lake, at a cost of \$70,000. Miss Parmalee Cheves, Atlanta, '25, is librarian. Appropriate opening exercises were held on the evening of February 29.

The annual report of the Public library, Greenville, S. C., records: Circulation, 281,922v., of which 82,648v. were thru the county; books on the shelves, 32,852; number of registered borrowers, 16,189. The cost for the county work is 26 cents per capita.

Announcement has been made by S. E. Thomason, Chicago, of a gift of a memorial library valued at \$185,000 to Sweet Briar College, Virginia. There is a nation-wide campaign to raise a million dollars for the college of which the gift for the library will be considered a part. Work upon the library will probably begin in the spring.

The annual report of the Rosenberg library, Galveston, Texas, records a circulation of 98,000v., a book and a half for every citizen, an increase of eight per cent over 1926; volumes on shelves, 78,013; periodicals received, 479; income \$33,150; expenditures—salaries and wages, \$23,696; total expenditures, \$33,022. A familiar note of inadequate funds is sounded in regard to the reference work.

The annual report of the Public library, Norfolk, Virginia, records: Books on the shelves, 60,229; cardholders, 14,746; circulation, 300,277v., an increase of 10 per cent over the previous year. There was a reading room use of 89,539. The increase in circulation and membership has been shared by the branches as well as the Main library. The library for colored people, begun as an experiment, has gone beyond that point and has become a problem because it is so over-crowded that it works in confusion. A fire-proof room to house the American his-

tory collection was opened during the year.

A note from Mr Whitman Davis, chairman of the State library commission of Mississippi, gives a report of library activity in that state with the statement that "these are right good reports."

From McComb: Number of books, 1950; circulation, 9861; registered borrowers, 400; income, \$900; expenditures—salaries, \$600; books, \$250; other expenses, \$50.

From Picayune (first annual report): Total number of volumes, 1204; total circulation, 7891; borrowers, 785; income, \$2877; expenditures—salaries, \$402; books, \$1166; other expenses, \$574; on hand, \$733.

From Meridian, which is a much older library than the others: Number of volumes, 24,379; number added in 1927, 2379; borrowers, 3575; total circulation, 79,095; expenditures—salaries, \$4200; other purposes, \$3000.

The report of the activities of the Enoch Pratt free library, Baltimore, stresses the following points for consideration: Establishment of a library training class for the benefit of present and prospective members of the staff; establishment of a pay duplicate collection; more liberal support for the library. There were 35,926 new registrations during the year. There was an increase of 52 per cent in the number of books borrowed. The gain at the Central library was 103 per cent. There were 61,211 books added. The library now contains 558,324v. The cost for each book lent is 22.6 cents, 22 per cent decrease since 1925. The need for a new building increases with the increased activity in the library's work.

The report of the library of the University of North Carolina for the year 1926-27 records the following matters of special significance: 1) Plans calling for the expenditure of \$625,000 for the first unit of a library building were completed; 2) 18,191 new books were added to the book collection, making the total 180,032; 3) 202,802 books were loaned thru the general library and one of the 11 departmental libraries, and 37,259 thru the library extension division; 4) the total budget for the year was \$87,714; 5) 57 stu-

dents were enrolled in the summer courses for school librarians; and 6) gifts of 150v. of the publications of the Hispanic Society of America and of a fine arts unit from the Carnegie Corporation of New York were received.

#### West

The report of the Public library, Hutchinson, Kansas, records: Population, 26,810; number of borrowers, 16,592, 61 per cent of the population; books on shelves, 25,244, .94v. per capita; circulation, 149,827, 5.5v. per capita; expenditures, \$14,551, 54 cents per person spent for library service.

The report of the City library, Wichita, Kansas, for 1927, records: Circulation, 399,124v.; 50,720v. on the shelves; 32,688 registered borrowers out of a population of 99,951. As a result of a state law passed last year, the income for 1928 will be \$52,763, one-fourth larger than the sum received in 1927, with a promise of a corresponding increase in 1929. The book fund will be doubled—\$12,000 instead of the \$6000 heretofore received. A system of class-room libraries has been established in 21 elementary schools. These have aroused much interest and are greatly appreciated by both teachers and pupils.

#### Pacific coast

The students of the University of Southern California have pledged \$150,000 toward a new library building. Three-fourths of the amount was secured in a four days' campaign.

Carleton B. Joeckel, librarian, Public library, Berkeley, California, resigned, February, 1928, to accept a position as associate-professor of library science in the library school of the University of Michigan. He has been filling this position during the current year on leave of absence from the Berkeley library.

Dr Philip H. Rosenbach, the noted collector of rare books and connoisseur of art, has placed an estimate of \$30,000,000 as the intrinsic value of the contents of the Henry E. Huntington library and art gallery at San Marino, Pasadena, California.

#### Canada

Miss E. C. Dafeo, B. A., Victoria College, University of Toronto, and a graduate of the Ontario library training school, '27, has been appointed librarian of Wycliffe College of the University of Toronto.

Captain E. C. Kyte of London, England, has been appointed librarian of Queen's University, Kingston, Ontario. Captain Kyte before the war was reference librarian of the Borough of Westminster, London, and afterwards librarian of Harlesden. He enlisted in the army in 1914, remaining there until August, 1919. He was severely wounded and after this was taken on the general staff of the southern command. He was education officer on Salisbury plain, responsible for the educational training of 14,000 men. On his return, he was appointed secretary of the British Library Association and editor of the *Association Record*. Since 1922, he has been consulting librarian with the house of Bumpus, engaging in cataloging, classifying, and rearranging a large number of society and private libraries, among them being those of Duke of Marlborough, the Earl of Verulam, the king's library at Sandringham, and others.

Captain Kyte has been a contributor to the leading library journals and will be a great accession to the strength of the library profession in Canada. L.

#### Foreign

Mr J. Norrie of the Leys library, Auckland, New Zealand, has been appointed to succeed Mr Herbert Baillie as librarian of the Public library of Wellington. Mr Norrie was born in Scotland and his early education was received there and in New York. He was for a time in the reference department of the Aberdeen library, afterwards becoming deputy librarian of the Public library at Walthamstow, London. Later he was appointed librarian of the Kingston District library in Glasgow, and then promoted to librarian of the Bridgeton library,

one of the largest libraries in Glasgow. In 1914, he was selected by the Glasgow Libraries committee, in open competition, and recommended to the corporation for the position of city librarian of the Glasgow Corporation public libraries.

In 1915, he joined the army and served in France until 1919, during the latter part of that term taking part in the reorganization and development of the army educational scheme. In 1920, Mr Norrie went to New Zealand and engaged in educational work, and in 1924 was invited to take over the librarianship of the Leys Institute, which library was reorganized under his direction.

Mr Norrie is, by both study and experience, well equipped for the important position which he has assumed and will do much for New Zealand libraries with his knowledge of general principles and practices of library management.

Mr Baillie retires on superannuation but retains his position as secretary and treasurer of the New Zealand library association.

The University of London school of librarianship has during the last few years held vacation schools at Brussels, Paris, Florence and Heidelberg. It is now intended to hold an Easter school at the University of Rome during holy week and Easter week. It is estimated that the total cost of travel to, and stay in Rome will be about £20, including registration fees. Full particulars may be obtained from Mr C. O. G. Douie, Secretary, University College, London, W. C. 1.

#### Periodicals Wanted in Paris

The American library in Paris has sent a request stating that any of 45 periodicals desired by the library will be gratefully received by them. The numbers of the volumes are given in each case and run all the way from one to a dozen. It is requested that any library or persons friendly to building up a reference collection in the Paris library will communicate with the

same, stating what magazines they may wish to dispose of and stating their willingness to give them to the library if they are desirable for its shelves. Address American Library, 10 rue de l'Élysée, Paris.

Librarians in the vicinity of Chicago would do well to get in touch with the Chicago Civic Opera, Chicago, for the purpose of receiving from them weekly bulletins free giving current presentations in opera. These will be much appreciated by the patrons of the library who find on the bulletin board the things in which they are interested. At the same time it will bring to the librarians themselves knowledge of coming operas which they might wish to attend if they knew of them in season.

**Wanted**—Children's librarian with special training and experience. Apply Free Public Library, Council Bluffs, Iowa.

**Wanted**—A cataloger who will assist with reference work. Salary \$1500. Kansas State Historical Library, Topeka, Kansas.

**Wanted**—Library assistants and catalogers. Los Angeles County library. One full year in library school required plus college or equivalents. Salary beginning at \$130, advancing to \$150. Arrangement may be made to take examination outside of Los Angeles. Address County Civil Service Commission, Room 1007, Hall of Records, Los Angeles, California.

**Wanted**—Library assistants with four year college course and at least one year library school training. Reference, work with children and schools, general circulation, cataloging. Salary \$1500 to \$1860; opportunity for advancement for those with initiative and ambition. Graduates of 1928 classes in approved library schools who apply now may receive appointment on or after July 1. The Queens Borough Public Library (In the City of New York) Jamaica, New York.